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ABSTRACT

The research project was a panel, comparative and cross-sectional study of the attitudes of students toward other students, faculty members and administration of a small liberal arts college. Students from a large state university and a medium-sized Catholic university were used as comparison groups. The survey measured the student's definitions of his college experience within the context of 4 alienation variables: meaninglessness, powerlessness, normlessness, and social isolation. The results showed that freshmen come to college with low levels of alienation and by mid-year the levels increase to the extent that they match the other classes. Inter-school comparisons showed that despite some differences in the magnitude of levels of alienation, students at the 3 schools also shared common attitudes toward college experience. It was concluded that despite some variations in magnitude of alienation between subsamples of students at a small liberal arts college and some variations in magnitudes of alienation at the 3 schools, students share, to a high degree, common alienated attitudes. (Author/RK)

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"STUDENT ATTITUDES: A STUDY IN ALIENATION"

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

The research project was a panel, comparative and cross-sectional study of the attitudes of students toward other students, faculty members and administration of a small liberal arts college. Students from a large state university and a medium-sized Catholic university were used as comparison groups. The survey measured the students' definitions of his college experience within the context of four alienation variables: meaninglessness, powerlessness, normlessness, and social isolation.

It was hypothesized that the results would show that despite subcultural differences within the student body of a small liberal arts college and despite the size and affiliation differences of the state university and Catholic university, the students' perceptions of their college experiences would be congruent to a fairly high degree. If the hypotheses were to be affirmed and there were high correlations in the attitudes of the students regardless of subcultures, sizes and affiliation of the schools, it would be demonstrated that college students share common attitudes toward their college experience. The methods that were used were random sampling and a self-administered questionnaire, the results of which were statistically analyzed using the X^2 test, the T test of two means, and rank-order correlations.

The results showed that freshmen come to college with low levels of alienation and by mid-year the levels increase to the extent that they match the other classes. Despite some variations by sex, probation- non-probation, and class standing, the students shared to a high degree alienated attitudes toward college experience. Inter-school comparisons showed that despite some differences in the magnitude of levels of alienation, students at the three schools also shared common attitudes toward college experience. When changes over a three year period were examined, all three schools showed increases in levels of alienation, although the magnitude of the change was a variable. Generally, it was concluded that despite some variations in magnitude of alienation between subsamples of students at a small liberal arts college and some variations in magnitudes of alienation at the three schools, students share, to a high degree, common alienated attitudes.

Alienation may be an increasing problem on college campuses. In order to reduce alienation, the following recommendations are made to faculty and administration.

1. Reform the curriculum to meet the needs of the modern society and the individual.

2. Make the student and his development, not the academic discipline, the major concern of professors.

3. Reduce the sizes of classes in courses, especially for freshmen.

4. Integrate field work, internships and practical experience with course activities.

5. Introduce students to the world of work while still in college.

6. Grant students admission to college with the option of working for a year prior to actually entering.

7. Allow for situations where the student can actually make decisions that affect his well-being.

8. Eliminate rules and/or laws that are not necessary for the protection and well-being of the student and the college or university.

9. Promote variation in the construction and operation of campus housing.

10. Encourage faculty to integrate their off-campus interests and non-academic activities with the students' activities.

CHAPTER I

STATEMENT OF THE PROBLEM AND REVIEW OF THE LITERATURE

Statement of the Research Problem

During the decade of the 1960's an increasing quantity of research in sociology, psychology and education was directed toward the study of colleges and universities as complex organizations.

Some of the studies were prompted by the greater amount of student unrest on the college campuses. Social and cultural factors, both internal to the campuses and in the external society, were seen as contributing to the unrest. The lack of adequate channels of communication coupled with a lack of responsiveness on the part of the faculties and administrations of colleges and universities contributed to charges that they, like the society, are hypocritical, increasingly irrelevant to the solution of social problems, and unable to fulfill their roles. External factors such as racism, the war in Vietnam, the military industrial complex, poverty and hunger, the draft and America's materialistic values were the sources of the malaise and frustration that underlie both societal and personal issues.

Other studies were prompted by a concern for institutional self-examination. These studies attempted to assess the impact of the college experience upon the student and to examine the structure or, more generally, the "environment" of the colleges and universities.

The general orientation of the present study was to examine the attitudes of the student from the standpoint of his relationship to other students, faculty and the administration. The specific intent was to measure the attitudes of the student directly in terms of how he feels and/or perceives his interaction with other students, faculty, and administration. Essentially, the intent was to measure the student's definition of the situation, i.e., his perception of his college experience in terms of its meaninglessness, powerlessness, normlessness, and social isolation. To the best of this writer's knowledge, this type of study of the college experience of students has never been done and, as such, makes a contribution to the body of knowledge about higher education. This orientation was chosen because of an apparent lack

of empirical research on this problem.

Many of the previous studies were also concerned with the impact that colleges have upon their students, but the orientations were somewhat different. The Newcomb and Feldman (1968) compendium of studies shows a great deal of research which has been directed toward assessing the changes in values, goals, life satisfactions, personality characteristics, and orientations toward post-college life of the student. Many of these studies used the Allport-Vernon-Lindzey Study of Values instrument, the Omnibus Personality Inventory, Rokeach's Dogmatism Scale and other similar types of personality inventories. In essence these studies were intended to show the psychological changes that took place in the student over various periods of time.

A somewhat different orientation in other studies (also included in the Newcomb-Feldman compendium) was concerned with the assessment of the "environments" of the colleges as complex organizations within which the student spent his four years. Comparative studies were carried out to determine the differential impact of different college environments on their students. To that end the College and University Environment Scales and the College Characteristics Index were used to describe the notions of "personal needs" and "environmental press" in the colleges. The College and University Scales were designed primarily to identify environmental differences between colleges without any reference to personality factors.

Newcomb and Feldman (1968: 426-428) are somewhat critical of the C.C.I. and C.U.E.S. They said that the Activities Index used in conjunction with the C.C.I. is too narrowly psychological as a measure of social structure; in effect, it does not directly measure the college environment. Furthermore, both scales ask the individual student to assess the aggregate characteristics of the student body, rather than asking the student what he feels or thinks about various parts of the college organization.

This brief resume of the orientations of various studies which assessed the personality changes of the student and/or the college environment was necessary to illuminate the orientation which was used in this study. This study was intended to directly measure the attitudes of students and does, this writer believes, provide empirical data and a conceptual context within a dimension which was not covered by the orientations of the studies mentioned above.

Review of the Literature

In view of the above statements of concern for, but insufficient empirical research about, the student's definition or perception of himself and his environment in college, the concep-

tual design that was selected is orientated to the categories and/or concepts which embody social-psychological responses of students to other students, students to faculty, and students to the administration.

The Alienation Variables

The generalized conceptual framework selected was derived by Melvin Seeman. His work served two functions: to present an organized view of the uses that have been made of the alienation concepts, and to provide an approach that ties the historical interest in alienation to the present day empirical effort. He treated the concept of alienation from the personal standpoint of the actor in response to a situation, i.e., the person's definition of the situation. He defined the four dimensions in the following way:

> 1. Powerlessness - the expectation or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes or reinforcements he seeks. (Seeman, 1959: 784).

It should be noted that this distinctively social-psychological view does not concern itself with the objective conditions of power in a society or organization, but with the individual's expectations of it. Furthermore, it is not intended to be an index of whether or not an individual is socially adjusted.

> 2. Meaninglessness - The condition in which the individual is unclear as to what he ought to believe - when the individual's minimal standards for clarity in decision making are not met. It is also a low expectation that satisfactory predictions about future outcomes of behavior can be made. (Seeman, 1959: 786).

In this case the individual has low confidence limits in the beliefs that he holds or he is unable to choose between alternative beliefs. He is presented with several, and perhaps, conflicting beliefs and since he is unable to choose, he has, in turn, a low personal commitment to any or all of the beliefs he does hold. As social organizations become increasingly complex, he becomes increasingly uncertain about the intelligibility of relations within a complex organization.

> 3. Normlessness - The condition in which there is high expectancy that socially

> unapproved behaviors are required to achieve given goals. (Seeman, 1959: 787).

The concept of anomie or normlessness has been over-extended in the past to include a variety of both social conditions and psychic states, personal disorganization, cultural breakdown, reciprocal distrust, etc. Seeman feels that these usages are too broad and not amenable for accurate empirical testing. Therefore, he wishes to restrict the meaning of normlessness to a condition where the individual has expectations that the norms need to be broken in order to achieve certain goals. An example of this may be the student's belief that he must cheat on examinations in order to achieve the goal of high grades in courses.

> 4. Social Isolation - The condition where the individual assigns low reward values to goals or beliefs that are typically highly valued in a given society (or organization). (Seeman, 1959: 789).

This definition is similar to Nettler's "apartness from society". It is the expectation that the individual will be unable to achieve the goals of communal relationships within the context of a social organization.

Most colleges and universities seem to stress the goal of close personal interaction between the student-faculty-administration sectors. A condition of social isolation exists when the individual feels that he is unable to achieve the goals of personal, intimate relationships with people in the other sectors of the college or university, despite the fact that there may be repeated contacts with others and a high degree of physical proximity.

Seeman's fifth dimension of alienation, self-estrangement, will not be included in this study because the concept has not yet been operationalized for empirical study.

The efforts of Seeman in delineating the dimensions of alienation prompted the testing of the variables. It is his contention that the dimensions of alienation are both logically and empirically separable for purposes of study, but they may be interrelated and interdependent in actual social behavior.

In an early study they (Seeman and Evans, 1962) tested the hypothesis that differences in powerlessness are associated with differential learning of behavior relevant information. The study took place in a hospital where the respondents were matched for socio-economic background, health and hospital history. The intent of controlling for socio-economic status was to show that degrees of alienation and learning were a result of the situation the

patients experienced rather than a consequence of socio-economic status. Powerlessness was measured by forced-choice items. Knowledge was measured by a 20 item "patient information" test. The results confirmed the prediction that high alienation and poor learning are positively associated. The more alienated were found to have significantly lower scores on the test of objective knowledge than their matched counterparts who were low in alienation. When individual alienation scores and the structure of the ward were compared, the results indicated differences in interaction. Where there was a low degree of socio-economic status difference, the differences between the high and low alienation scores were relatively small and not statistically significant. High degrees of socio-economic status difference tended to discriminate more clearly. The patients who scored low on alienation were significantly more satisfied with the nature of the information flow on the ward than were the high scorers.

In another study which Seeman (1963) conducted in a reformatory setting, the same hypothesis was tested, i.e., that there is an inverse relationship between powerlessness and the learning of control-relevant information. In this case the level of education and intelligence were controlled. The sample was composed of respondents that completed at least 9th grade and had an intelligence quotient of 100. A forced choice item questionnaire was again used. The 24 item information questionnaire tested for knowledge about the immediate reformatory situation, knowledge about parole matters, and knowledge about long range opportunities. The hypothesis was again affirmed. Alienation was inversely related to the learning of parole relevant information but had no effect on the other two kinds of information.

With these two descriptive studies, which were conducted in two different kinds of institutional-organizational settings, the empirical study of the alienation variables was firmly established. Seeman demonstrated a viable linkage between the historical concerns for alienation and current empirical research on the four alienation variables. In the process, he has avoided the difficulties of historical studies of alienation.

Earlier studies of alienation (Srole, Nettler, Marx, Fromm, and others) were primarily concerned with alienation of people from society and culture as a whole. The methodological difficulties of studying alienation from society and culture prompted the empirical researchers to select smaller units within society for their alienation studies. Clark (1959) was one of the first to attempt to measure alienation within an organizational context. Besides the substantive conclusions he drew, he indicated that by studying a single social system he was able to measure both the extent of member alienation and the relationships between alienation variables, satisfaction, and participation within that social system.

Neal and Seeman (1964) tested the powerlessness that workers

registered within a formal organization. They concluded that the presence of powerlessness was a function of the lack of mediating ties within a worker organization.

Neal and Rettig (1967) in an article on the multi-dimensionality of alienation, reaffirm the separability of alienation constructs (meaninglessness, powerlessness, normlessness, and social isolation). They state that Seeman's concepts contain single, central ideas which can guide the direct investigation into a particular area of social behavior within an organizational context. They further state that the empirical delineation of an hypothesized multidimensional set of concepts in alienation is dependent on the preliminary tasks of scale construction, data collection, and data analysis.

Experience in College

The literature in the area of experience in college is so voluminous that a complete and comprehensive survey of it was deemed impractical. The review was restricted to those selections which directly impinge on variables which were used in this study; namely, meaninglessness, powerlessness, normlessness, and social isolation. In the literature, references are made to the alienation variables, which indicate a concern of the writers for the four dimensions, but in most of the cases they were not empirically researched or tested.

Experience in College - General

Colleges fail to develop the full potential of students. According to Sanford, "this is the key problem of higher education". (1970: 63). Colleges concentrate on developing marketable talents which are in the public interest. In so doing the colleges fail to nurture talent by not providing the environment wherein a variety of talents which are not necessarily marketable can be nurtured. Professionalism, along with marketability, results in professors teaching subjects to students who hope to become professors while not really being interested in education. (Sanford, 1970: 56-68).

Freedman (1967: 26) in describing the experiences of college students indicated that students have little confidence in their ability to bring about changes in their own lives or in the structure of the college. They tend to adapt a passive attitude and in turn look outside themselves for the motive forces that will bring about change. This almost fatalistic attitude is an indication of the students' feelings of powerlessness. Furthermore, Freedman says that the increased role demands upon the student within the academic context have resulted in less emphasis on the development of the individual as a whole person to the extent

that the academic demands have decreasing intrinsic value and become increasingly meaningless. (1967: 171).

The changing image, if not an actual change, of college life from the "social" to the "intellectual" has resulted in many students having unrealistically high and rarely met expectations of the curriculum, the faculty and their peers. According to Brown (1970: 89-117) colleges recruit large numbers of academically motivated and capable students into less than high quality educational programs. Along with an increasing competitive stress for admission to college, there is an increase in student sophistication and awareness of faculty and administrative insensitivity to the need for reform as well as increasing student awareness of the hypocrisy and contradiction in American values. The materialism and pragmatism are being replaced by an existential view of self-determination and responsibility. Brown (1970: 94) also found an increase in the inherent loneliness of youth because of the rising anonymity in society.

In a study of the alienation of youth in the American society Keniston (1960: 80-81) argues that there has been a wholesale rejection of American cultural values. He claims, on the basis of in-depth interviews, that the dominant values and institutions have been rejected by youth; more specifically, he indicates that there is an alienation ideology which encompasses not only attitudes toward the surrounding society, but also toward the self, others, groups, and even the structure of the universe and the nature of knowledge. A conspicuous element which emerges from his interviews is the loneliness which men feel, the separation from others and what he calls ontological egocentricity. He classifies the alienated outlook as a distrust of commitment; a pessimistic existentialism; anger, scorn, and contempt; and the aesthetic quest.

Mayhew (1967: 255) while interviewing students at Berkeley discovered a certain amount of inarticulateness in students in terms of their ability to formulate the goals toward which they were striving. The accumulated experiences of the students in the revolt seemed to have resulted in their inability or unwillingness to take themselves or the university seriously. The lack of clearly articulated goals may be interpreted as meaninglessness. Also discovered was the lack of any real feelings of community on the Berkeley campus. Mayhew (1967: 318) also observed that some of the reasons for some students dropping out of Berkeley were loneliness and feelings of social isolation because of Berkeley's size and impersonality.

The recurrent theme that colleges are shirking their responsibility to develop the students as individuals is also supported by Axelrod (1969). His study concurs with other studies (Jacob: 1957), (Trent and Medsker: 1968), (Katz and associates: 1968), and (Feldman and Newcomb: 1969), that indicate that the curri-

culum has no consequential impact on the structure of the student's thought, behavior, or value change. Furthermore, college faculties do not appear to be responsible for campus-wide impact, except in situations where the influence of student peers and the faculty complement and reinforce one another. Despite these findings, however, Axelrod still asserts that the proper curriculum can have positive effect on student attitudes and values.

After studying a sample of 10,000 high school graduates to determine the impacts of attending college or going to work, Trent and Medsker (1968) concluded that college seems to foster the growth of autonomy and intellectual disposition of its graduates only in comparison to those peers who had less college experience or none at all. The evidence from questionnaires and interview items suggested that most graduates are apathetic toward intellectual inquiry and social issues.

Korn ably expresses the failure of colleges to produce what is claimed in the experience of their students:

> The avowed goal of a liberal education, development of the intellectual life of the individual is in sharp contrast to the impersonal, highly specialized and fractured experience of most college students. Such discrepancy between expectations and reality is the central dilemma of today. (Korn, 1970: 214).

Katz (1968: 4) cited mismatch between the academic-intellectual offerings of college and the motivations of the students. He feels that this mismatch results in a loss of adequate learning and of personal involvement in the process of intellectual inquiry. He indicates that the encouragement of abstract thinking at the expense of experience and involvement leaves the student with insufficient practice in the application of thought to the clarification of feeling and to decision making. This lack of grounds for decision making in the selection of goals again reflects a condition for meaninglessness. Katz (1968: 21) states also that the lack of an autonomous identity, lack of communication, and lack of concern for others constitute inadequate and incomplete socialization within the college setting.

While the Newcomb and Feldman compendium (1968: 229-231) was concerned with the items mentioned in the statement of the research problem above, occasional references are made to attitudes of students in terms of meaning, etc. They indicate that the students share to a great extent the meaning attached to the familiar areas of academic work such as classes, courses, grades and degrees which may not coincide with the areas of teaching, research and administration as seen by the faculty. They state

also that numerous observers of the college scene have noted the subcultural "atomism" of various student bodies. Newcomb and Feldman (1968: 269-272) found that the degree to which contact between students and faculty is intellectually meaningful is dependent upon the congruence between the goals of the student subculture and the faculty subculture. They indicate that the size and scale of the universities is an important cause for the lessening of meaningful faculty-student contact. They conclude, however, that more often than not the student and faculty goals in the educational enterprize are non-intersecting and sometimes actually in conflict.

Jencks and Riesman (1968) seem to say that the rift between goals and what is actually done in college is even greater than Newcomb and Feldman indicate. They go so far as to say that:

> College instructors have become less and less preoccupied with educating young people, more and more preoccupied with educating one another by doing scholarly research which advances their discipline. (Jencks and Riesman, 1968: 13).

They indicate also that professors in today's colleges and universities have less of an emotional investment in their student's social and moral development than did professors a century ago. While few have an interest in dominating the non-academic lives of the students, they are also less sure of what students ought to be or become and are less committed to principles than they once were. Despite all of the above, Jencks and Riesman still assert that "the central purpose of a college can . . . be defined as socialization." (1968: 28).

If faculty and administrative influence on the student's attitudes and values has been attenuated in the last few years, such is not the case with peer influence. Newcomb and Wilson (1966) indicate that peer influence is the second most important differentiating factor after the college selection processes. In accord with this writer's contention, people respond to a situation as they perceive it to be. College students meet each other with a ready-made consensus of attitudes, beliefs, and values which are based on the needs of developing independence and of strivings for adult positions and status. Some conditions of peer group formation are: pre-college aquaintance; propinquity; similarity of attitudes and interests; and sharing of general values. Attitudes of students are most likely to be directly influenced by peer group membership. Members become more favorably related toward each other than toward faculty members or administration and they come to adopt as their own certain group-shared attitudes. Since we are interested in what college experience does to students' attitudes, we must, because of the nature of attitude formation and change, be interested in the group or categories to which students yield power over their own attitudes.

Plough (1969: 9) a dean of students, stated that despite the Clark and Trow (1962) subcultures (academic, collegiate, vocational, and non-conformist) which have different goal orientations, a common attitudinal characteristic is shared by members of the groups; namely, loneliness. The difficulty that students have, even within subgroups, in establishing relationships with other students and faculty could be characterized as social isolation. Another characteristic he finds common to many students is apathy. He feels that one of the greatest problems with students in general, aside from the few activist students, is the lack of concern about their college environment and the society at large.

In a participant-observer study of 21 young adults, Blackburn (1968: 7-8) discovered an overwhelming concern with self, a need for immediate sense gratification, and a most apparent lack of an intellectual orientation.

Heath (1968: 8-22) affirms other studies which have shown that the contemporary student is profoundly passive, does not demonstrate initiative in his own educational planning and is unable to direct and organize much of his own activity. He, like others, has noted the self-centeredness and/or narcissism and the lack of concern for others. He affirms Riesman's statement of the growing "privatism" and lack of close emotional ties with others and a communication gap between students and students, students and faculty, and students and administrators.

Experience in College by Class Standing

The position of the student in terms of class standing (freshman, sophomore, junior, senior) seems to have an effect on the kinds of attitudes that are held. Class standing may be an indication of the effects of varying lengths of time the student is exposed to the college environment and the types of experiences he encounters. Incoming freshmen seem to be distinctively different, however, from freshmen later in the year and upperclassmen. Freshmen enter college with the goals of:

> . . . higher integration and more precise differentiation of the personality. The striking fact of this stage is the ascending of the cognitive and rational controlling mechanisms over impulses which previously dominated the determinants of behavior. (Brown, 1970: 103).

They are more aware and sensitive to adult role models and cultural institution. In turn, they are aware of the corruption,

hypocrisy and cynicism that exists in the society which is reflected in the college when it is discovered that the college organization is not committed, as they had been led to believe, to the goals of personal educational development. Out of disappointment the freshmen seeks new sources of support in the peer group. If the identification with the peer group persists unaltered throughout college, the educational process is likely to be a failure either because the student retains and maintains a complex of values and attitudes which were developed before college or because he adopts the peer group's values and attitudes through imitation. (Brown, 1970: 89-116).

In agreement were other findings which indicate that freshmen (Wallace, 1966: 47) at the start of their college careers registered a positive correlation between attitudes toward grades and toward social integration, but this rapidly became a negative relationship. Wallace concluded that neither selective recruitment nor advance socialization withstood the actual experience in college because both the desire for high grades and the expectation of consonance between it and the desire for social integration collapsed in less than two months. The greatest attitude change entering freshmen experienced occurred within the first seven weeks of their college experience. The orientation toward high grades achievement, initially a strong one, changed until it approximated the attitudes of non-freshmen. The change in achievement orientation took place regardless of high school rank and college entrance exam scores.

The Wallace (1966) study showed that the researcher must be careful as to what time of the year his data are collected on college freshmen:

> . . . studies of college freshmen must be undertaken, the time at which data are collected is a crucial determinant of the way in which the findings may be interpreted. (Wallace, 1966: 35).

By contrast Sanford said that "many freshmen . . . do not really expect to change much in college." (1967: 9). It could be said that while many freshmen do not expect to change much, the data from the various studies indicates that despite the students' expectation, extensive changes in attitudes take place during the freshman year. Furthermore, changing the environment can bring changes in attitudes.

Brown studied a pilot program that was intended to combat the lack of intellectual life in the residence halls at one of the University of Michigan's colleges. Six hundred freshmen volunteers, both males and females, were placed into classes

with their dormitory mates. The faculty held classes as well as lived in the dormitory. Graduate students acted as counselors and tutors. At the end of three years when the students in the pilot program were compared to a control group, they registered greater satisfactions with residential life and greater satisfaction with the quality of the staff. "They were more critical and demanding of the faculty but were also more satisfied with the progress they had made in the freshman year and the overall quality of the university." (Brown, 1970: 109).

In a study at Stanford and Berkeley, Katz (1968) found that 51% of the Stanford men and 39% of the Stanford women said that the freshman year was the most difficult socially. At Berkeley, 43% of the men and 42% of the women made the same statements. For both samples, the freshman year was found to be the most difficult academically. When Katz compared the seniors to the freshmen he said, "Our study has impressed us with the incompleteness of students' identity at the time of graduation." (1968: 18).

Sanford (1967) was also impressed with the characteristics of seniors:

> It is curious how unprepared the graduates of our colleges are. For example, nearly half of the senior women we have studied still believe in a double standard of sexual morality - a sign that education has failed to connect with the real problems of students today. (1967: 10).

Seniors, however, do register differences when compared to underclassmen. They tend to be more sophisticated, more flexible in thinking, more tolerant, freer in the use of imagination, less conformist, less prejudiced, more open to experience, more firmly in possession of internalized values and more capable of expressing their deeper feelings. Furthermore, Sanford claims that these characteristics are due to the educational processes, rather than normal non-college maturation.

Experience in College by Sex

Educational organizations and parents do not take women's education very seriously. Little has been done to gear the college programs to the life cycles of women. Little has been done to develop programs for women other than the traditional teaching and nursing. Women are less sure of their goal orientations which in turn may be an indication of a greater degree of meaning-

lessness. More specifically, Jencks and Riesman (1968: 293-301) indicate that there is an unequal application of the rules to women. Residential segregation is prevalent. The social control that the sororities exercise is greater than fraternities which results in the woman student's freedom being severely curtailed. On the other hand, women are seldom as complacent as men about their college lives if only because the dilemmas of being adult women are more obvious and less easily repressed. Girls also tend to be more socially conscious than men and are more aware and concerned with other pecple at an earlier age. In academic behavior, women are more responsive in the classroom and more diligent than male students.

Experience in College - Change

On the basis of research conducted at Vassar, Sanford (1967) reported that:

> . . . curves representing developmental change in college tend to level off after the beginning of the junior year, suggesting that most of what happens developmentally in college happens during the first two years, and that a little more happens in the third than in the fourth. (Sanford, 1967: 161).

Sanford claims that despite the preoccupation with self, students at a liberal arts college do register some developmental net gains in what he calls mature social responsibility. The evidence he presents for this is a measured decline in ethnocentrism. On attitudes toward what a "good citizen ought to do" and approval of existing institutions, seniors score lower than they did when they were freshmen. "As their faith in institutions went down, their faith in themselves and in others generally went up." (Sanford, 1967: 74).

Powell, (1970: 71-84) a past president of the National Student Association sees draft evasion, drug use, and student indifference to affluence as expressions of powerlessness. Persuasion and non-violence do not work to bring changes in the college. He does not advocate violence , but he blames the use of violence on administrations. The college is teaching powerlessness to its students by setting the example of operating on the same rule of force which it denies students. The faculty is as much "the enemy" as the administrators. The grading system is their rule of force. Their primary interest is in their profession, not in teaching, the dynamics and theory of which little is known.

In a panel study, Katz (1968) administered the Omnibus

Personality Inventory to 3500 Berkeley and Stanford freshmen. Intensive interviews were conducted several times a year throughout the four years with over 200 students. At the end of the four years the O.P.I. was readministered along with a "senior questionnaire". The focus of the study was to assess the personality development of students between the ages of 17 and 22. It was aimed at obtaining student responses to teachers, courses, peers, parents, and formal and informal campus groups. He demonstrated that while students live together in close physical proximity, they do so without necessarily achieving deep or close relationships and they tend to view life with relative passivity. Katz also described rootlessness. These students expressed difficulty in finding a comfortable place in the college environment. They showed less interest in social and athletic activities, perceived themselves as being "different" and as being more intellectual and creative than other students. They also felt that college regulations were too stringent and they criticized the administration. In their anxiety about people they revealed feelings of social isolation. On the schizoid functioning scale of the O.P.I., feelings of isolation, loneliness and rejection, ego weakness, identity confusion, disorientation, and feelings of impotence diminished from the freshman to the senior years. However, despite the fact that the differences were statistically significant, the decreases in feelings of isolation and rejection were slight. Katz accounts for these slight decreases on the grounds that there are forces on campuses which tend to make personal encounters superficial. Students learn the techniques of association, but there is little opportunity to learn about others in great depth. College socialization does not encourage the personality development necessary for psychological intimacy. Katz concludes that the college does not socialize the whole individual. In order that it might do so, he makes the following recommendations:

1. Make the student, not the courses, the primary interest of the professor.

2. Define academic goals not as so many courses passed, but as achievement in defined areas of skill and competence.

3. Arrange learning sequentially: counteract the fragmentation of energies which present academic arrangements foster.

4. Search for faculty who can teach in other than academic areas; and who can address themselves to other developmental needs.

5. Students should be more fully introduced to the world of work while still in college. (Katz, 1968: 417-446).

Experience in College by Size and Affiliation

The kinds of experience that the student encounters are not necessarily related to the size and affiliation of the college. Chickering (1969) found in a panel study of 13 small colleges across the country that the developmental aspects of higher education are lacking. He identified the development of competence, management of emotions, development of autonomy, establishment of identity, freeing of interpersonal relationships, and the finding of purpose and development of integrity as the areas where even the small colleges who claim to be providing a basic liberal arts education were deficient.

At Alma College, a small liberal arts college affiliated with the Presbyterian Church, Plough (1970) found social isolation and a non-intellectual climate to be prevalent. Students were found not to be mixing within and across sex lines. With multiple segregation and the existence of many closed groups, the heterogeneity and diversity of the campus were not visible to the students. In regard to the non-intellectual climate, there was a perceived lack of a common intellectual core. Contact between students and faculty was minimal and the prime source of judgment was on the basis of grades rather than other developmental criteria. Furthermore, there was a dysfunctional separation between work and play on the campus.

Wallace (1966) studied the process whereby students in a small Midwestern liberal arts college became assimilated into the local "campus culture." He made use of the concept "interpersonal environment" which refers to all those individuals with whom the individual in question had some sort of enduring and meaningful contact. In methods, he used a variation of the sociometric technique. This study attempted to examine the effects of a particular college's informal social structure on the student's academic values, achievement, and aspirations:

> Although schools vary in many ways . . . they invariably subject youths from various different personal backgrounds to a homogenizing, collective and bureaucratically controlled experience which socializes them for . . . positions in the adult social structure. (Wallace, 1966: 4-5).

More and more American youths will spend their transition years to adult status in these controlled environments, the effects of which will surely find reflections in the shape that these future college-experienced adults give to American and world society. What these effects are and how they are achieved are questions of great social and sociological interest.

Axelrod (1969) states that size of a college cannot explain the cultural phenomena that is being experienced by today's student:

> . . . the sense of isolation and estrangement . . . which many American undergraduates now suffer cannot be accounted for by the size of the college alone. The conditions that separate students from one another and that separate students from faculty seem clearly to stem from more complex causes. (Axelrod: 54).

He goes on to suggest some factors that contribute to the common campus culture. The intense academic competition which has increased since Sputnik has reduced the opportunities for sharing and cooperating with other people in a venture which has meaning for all participants. Course proliferation, fragmentation and depersonalization are indications of the rigid notion of what is considered an appropriate academic experience. The curriculum is usually isolated not only from the immediate campus community, but also from the world community. Administrative responsibilities for students are usually vaguely spelled out. Rarely is serious consideration given to students' views even when students are consulted. Different sectors of the school have different interests and tend to pull in different directions. The administration is concerned mainly with institutional preservation and expansion. The faculty is concerned with their specialties and with the preservation and expansion of departments. They see the students as potential recruits and lack interest in students as people. Students see the economic benefits of college attendance as secondary and are first of all concerned with personal development and gaining mastery over and understanding of the feelings of the complexity and mysteriousness of life. Each of the sectors view the college and its objectives from a different perspective. The methods of judging student achievement make them conform to standards which they feel are not compatible with the development of their intellectual competence. Relationships between students and administrators and faculty are often so formalized and complicated by problems of authority that students feel they can only show a superficial side of themselves.

In a series of interviews with Notre Dame students, Hassenger and Rauch (1967) found that there was a lack of meaningful interaction between administrators, faculty, and students which resulted in student discontent because of the apparent disregard for the students' opinions and attitudes. The interviews indicate also that there is a certain amount of dissatisfaction and disappointment with the school's perceived lack of concern for the student. The lack of communication between administrators and students,

according to the interviews, tends to create social isolation between the sectors and in turn the "pastoral vacuum" results in a lack of meaningful relationships between the principals involved. In addition the students felt powerless in terms of being able to do anything about the situation, except to follow the pre-programmed roles prescribed for them. (1967: 216-219).

Greeley, (1967) in a study of 19 Catholic colleges and universities utilizing interviews and the College and University Environment Scales, found a low incidence of "beat" behavior, but a larger amount of restlessness and dissatisfaction than the administrators were aware of. The Catholic students also displayed cynicism toward their schools and religion. In regard to protest activity, Catholic schools have had only moderate problems with their students. This may have resulted from a liberalizing of student regulations.

Jencks and Riesman (1968) found comparable characteristics of Catholic colleges and universities. In 1964, Notre Dame was ranked, along with Georgetown and St. Louis University, among the hundred best endowed colleges in the United States. These schools tend to have a national reputation and in turn the faculties of these schools tend to become more national and international in their Weltanshauung:

> Places like Notre Dame . . . more and more view their faculties as contributors to the national and international intellectual community, rather than merely as teachers of the young Catholics who happen to be on their campus. (Jencks and Riesman, 1968: 363).

In regard to "Catholic" subjects like philosophy and theology, they are still being taught in some schools without answering to the moral concerns of today's students. Other schools, however, have broadened their perspective in this area. While the Catholic college curriculum is increasingly like that of a non-Catholic college, church colleges control their students' non-academic lives more than secular colleges do. Student governments are increasing in numbers and the general trend is clearly one towards liberalization, however, conservatism still seems to be greater when compared to non-Catholic schools.

Conceptual - Theoretical Orientation

In the development of the conceptual framework above, little was said about the theoretical orientation within which this study was conducted. In the review of literature of experience

in college it was readily apparent that the descriptions of the various attitudinal and behavioral phenomena lend themselves to analysis within the "mass society theory". The mass society theory is being attributed to a variety of authors and as such is rather eclectic and has not yet been developed into a comprehensive, systematic, and integrated theory. Despite the incompleteness of this theory, it does contain a series of interrelated propositions which can be used as an explanatory framework for the alienation variables in this study. The theory may be summarized as follows: the changes in technology, communications, and population density have created social relationships in which there is a greater division of labor and greater independence in a social system in which the behavior of the "mass" rather than the individual plays the most important part. The identities and ties which formerly were derived from family, class, community, and ethnic groups are replaced by secondary relationships in actions of people in large, impersonal organizations of business, labor, education, and government. The mass society is the bureaucratized society whose primary concern is efficiency and practicality rather than human satisfaction. As a consequence many people find themselves isolated from durable primary-group relationships, excluded from meaningful participation in society, and have feelings of powerlessness and normlessness. The college or university as an organization with all the characteristics of bureacracy tends to produce alienation. The college or university organization whose prime function is socialization reflects the mass society. Brim and Wheeler (1966) indicate the linkages between organization, socialization, and society in the following way:

> We can be sure, however that organizations whose products are people will play an increasingly significant role in modern societies. As formal organizations they provide an important reference point for the study of other types of bureaucratic structure. As socialization settings they may have much impact on the later careers of those who pass through them. (1966: 113).

The focal point of the present study was the alienation within the organization which in turn is a reflection of the larger society in which it exists. Wilson (1970) hypothesized the linkages between the university as an organization and the problems within American society:

> Much of the unrest and anxiety that our society suffers on the university campus is the consequence of defects that are not clearly located. A fair hypothesis is that the defects may be defects of our

> society and that the people of the appropriate age to feel these defects find in the university their place of congregation. (Wilson, 1970: 13).

Halleck (1968) in accord with the mass society propositions indicates that the continuous growth of technology and great social change make the future unpredictable. This together with the threats of pollution and nuclear weapons bring about feelings of powerlessness in students.

The collective search for identity as described by Klapp (1969) is composed of identity seeking movements in modern society. Such movements arise from alienation and meaninglessness which result when the social system does not provide identity through the organizational and institutional channels of work, school and church. The need for a "socially confirmed concept of self, fullness of sentiments, and centering on devotion" (Klapp, 1969:ix) are characteristics of the identity search. Much of the alienation among students is displayed as boredom. Science after the H-bomb and moon shots become boring. They experience a spiritual emptiness and a search for excitement and meaning. They have exaggerated expectations of the college experience as one in which identity can be established when actually the college or university is "a great machine with pipelines into the organization". (Klapp, 1969: 67).

According to Roszak (1968) the technocracy is "a social form in which an industrial society reaches the peak of its organizational integration." (1968: 5). All areas of life become systemized and purely technical, thus the technocracy is the regime of the experts. Within the "mechanistic imperative," man's infatuation with the machine is not the love of its power, but of its perfect concentration and self control. The machine achieves the perfect state of "objective consciousness" and thus becomes the ideal of its maker. Thus, whenever material goods or doctrines assume greater importance than human life or well-being, people are alienated.

In studying the college as a social system with problems of goal attainment, Pervin, (1967) whose position is supported by Gross (1968), Gottlieb and Hodgkins (1968), and Parsons (1951) indicates that:

> Students and colleges, . . . reflect the virtues and ills of our society. . . . The college is a system in the sense that it is composed of interdependent parts which work in a more or less complimentary way toward more or less compatible goals . . . in the sense that parts and goals involve

> people, with individual and group needs to be satisfied. (1967: 317).

He suggests that systems analysis of college problems can be useful when the appropriate questions are asked.

Seeman (1967) affirms the use of "mass society theory" in the analysis of social systems and alienation. In a cross cultural replication of his hospital and reformatory studies, he says:

> The mass society viewpoint provides the ingredients of a useful theory . . . by combining (1) an historically oriented account of contemporary social structure, (2) assertions about the psychological effects of that structure, and (3) predictions about the resulting individual behavior. Alienation is the crucial intervening variable: it is produced by the social structure, and, in turn, produces distinctive behavior. (1967: 354).

The Swedish study using a university sample was carried out to test the cross-cultural relevance of the theory. As in the United States studies, he found that the individual's level of powerlessness correlates negatively with the acquisition of control relevant information, but not with non-control relevant information.

In another replication study Seeman (1966) tested a sample of Swedes from the general population for powerlessness, organizational involvement, and political knowledge. Once again in a cross-cultural study, the results supported the hypothesis of an inverse relationship between powerlessness and political knowledge. There was also a positive correlation between organizational involvement and political knowledge, both of which were negatively correlated with powerlessness. The correlations were sustained when the appropriate controls for education, income, and social class were applied.

Bickford and Neal in an alienation study of a vocational training center also tested Seeman's thesis:

> We hoped that in yet a different institutional setting we might test Seeman's contention that alienation leads to poor learning of personally relevant information. (1969: 143).

In an attempt to show the relationships between societal and organizational variables they indicate the following:

> . . . our measures of alienation focused on the larger mass society, while the measure of satisfaction related to the specific situation within the training center . . . assessments of the effectiveness of the training program and its faculty are embedded in broader world views and may derive not so much from the modus operandi of the center itself as from more generalized life styles. The degree of stability of the cognitive aspects of alienation then become centrally relevant to levels of personal motivation and to membership motivation. (1969: 149).

In support of research done by Seeman, it was found that individuals high in alienation in each of its dimensions, express less satisfaction with or interest in the operation of the school. Those high in alienation learn less control relevant information. Bickford and Neal, on the basis of the findings, suggest that:

> Yet, whatever import these findings have for understanding alienation and learning within vocational training centers, they also have more general implications for social learning within mass society. In support of prior research, the relevance of conditions of alienation to the extent and quality of participation in modern life is emphasized. (1969: 152-153).

It is with confidence, then, that the mass society orientation, along with analysis of the structure of systems, organizational involvement and the perceptions of student's experiences in an organizational setting, was presented as a theoretical position for the present study.

CHAPTER II

THE RESEARCH DESIGN

An Overview of the Research Design

The research project was designed to facilitate the collection, presentation, interpretation, and discussion of data which would provide answers to basic research questions and problems. The basic research problem was to describe the attitudes that students hold toward other students, faculty members, and administration of a college. The survey purports to measure the student's definitions of his college experience by using the conceptual-theoretical context of the four alienation variables: meaninglessness; powerlessness; normlessness; and, social isolation.

The study was designed as descriptive research including a series of hypotheses that were tested to determine the presence or absence of associations between variables. Where an association was present, the degrees of association were also tested. As descriptive research, the study was designed to yield information on a test-retest basis as well as a comparison of the attitudes of students drawn from three different populations. The study, then, was descriptive, panel, and comparative research.

The descriptive analysis of the student's attitudes was carried out with samples of students drawn from the population of a small liberal arts college which has a population of about 1300. The college is affiliated with the Michigan Synod of the United Presbyterian Church of the United States of America. As a private, sectarian college, it draws 75% of its population from the State of Michigan. In the analyses of the attitudes in a small liberal arts college, tests were conducted to determine whether or not the students displayed any similarities or differences in attitudes when the sample was divided into subsamples of academic probation and non-probation students, males and females, and by class standing (freshmen, sophomore, junior, senior). In the construction of the hypotheses, these were the independent variables; the attitudes the dependent variables.

The research was designed as a panel study. The samples of students selected were tested during the 1970 school year and were retested one year later. The intent was to discover whether or not any

changes in attitudes had occurred for the same students after an additional year of college experience. In the 1971 testing period, an additional sample of freshmen was drawn and was surveyed during the first week of classes of the school year before they became "contaminated" by the attitudes of their non-freshman peers, but after they had sufficient information and experience to make attitudinal judgements about their college environment.

In addition to the panel study, comparative analysis was carried out. While the panel analysis was used to ascertain the changes that took place over time, comparative analysis was considered necessary to adequately describe the differences or similarities in the attitudes of samples of students from different sizes and affiliations of universities. In survey research, panel and comparative analysis are viable alternatives, when used conjunctively, to an experimental design. Two comparison groups from two universities were selected. One sample of freshmen was selected from a large state university located in northwestern Ohio and was tested during the 1970 school year. The population of the university was approximately 12,000 students. Another sample of freshmen was selected from the university and was tested during the 1971 school year. Not only were the freshman student's attitudes from the university compared with freshman student's attitudes from the small liberal arts college, but changes in attitudes during the one year's period of time for the college students were compared with changes in attitudes for the state university students. The other comparison group was selected from a nationally known Catholic university with a population of approximately 8,000 students and was tested during the 1971 school year. The Catholic university, located in the midwestern United States, is quite selective in recruiting policies and draws its student body from all of the 50 states and numerous foreign countries. The rationale for the selection of comparison groups from different sizes and affiliations of schools was based on the contention that comparison groups from similar types of colleges have yielded data which show small and, in many cases, statistically insignificant differences in attitudes expressed by students toward experiences of the environment of those schools surveyed. Chickering, who studied thirteen small liberal arts colleges, indicates that:

> Although many samll colleges are indistinguishable from their university counterparts and have failed to develop a coherent integration of purposes and practices, the diversity of persons and diversity of functions that come to characterize the "multiversity" make such development nearly impossible, even when the undergraduate liberal arts college itself has considerable autonomy and freedom of movement. (1969: 185).

Given the fact that both large and small schools register similar characteristics, it was reasoned that students might register similar cul-

tural attitudes toward college experience despite the differences in sizes and affiliations of the schools.

Data for the study were collected by using a self-administered questionnaire which was given to samples of all the small liberal arts college students and to samples of freshmen students from the medium-sized Catholic university and the large state university. The questionnaire is described under the section on the instrument below.

Hypotheses were tested to determine the presence or absence and degrees of association between variables. The independent discrete demographic variables were academic probation and non-probation, male and female, and class standing. The dependent variables were the attitude dimensions: meaninglessness; powerlessness; normlessness; and social isolation.

In summary, the study was a descriptive analysis of students' attitudes in a small liberal arts college over a period of two years with attitudes of students at two different types of universities used as comparison groups. The college and universities were Alma College, Alma, Michigan; Bowling Green State University, Bowling Green, Ohio; and University of Notre Dame, Notre Dame, Indiana.

The Instrument

The instrument that was used in this survey is a questionnaire which was devised and written by Arthur Neal. A letter giving permission to use the instrument may be found in the appendix. The questionnaire consists of 40 pairs of items (see appendix for a copy of the questionnaire) which measure the four dimensions of alienation: meaninglessness; powerlessness; normlessness; and social isolation. The pairs of items are forced choice items, i.e., the respondent must choose either the alienated or the non-alienated response.

Items one through ten on the questionnaire test the meaninglessness dimension. Meaninglessness, it may be recalled, was defined as the condition in which the individual is unclear as to what he ought to believe and when minimal standards for clarity in decision making are not met and when the individual holds low expectations of satisfactory predictions about future outcomes of behavior. The following are examples of the ten pairs used:

5.___There is little meaningful connection between what happens inside the classroom and what happens outside of it.
___Most professors make their teaching relevant to my life.

8.___My ideas about the world in which we live have become clearer as a result of being in college.
___The many different ideas here are just confusing.

Powerlessness was defined as the expectation or probability held by the individual that his own behavior cannot determine the outcome of events or the reinforcements he seeks. The following pairs of items are examples of the measure of powerlessness:

12.___Students are not consulted by the administration on matters that conern them but are simply told what to do.
___The student voice is a powerful one in college decisions.

13.___I find it difficult to study except under the pressure from exams.
___My courses permit me to develop a strong sense of mastery over basic theories and important ideas.

Normlessness is the condition is which there is high expectancy that socially unapproved behaviors are required to achieve given goals. For example:

22.___Some form of cheating is necessary to get a passing grade from certain professors.
___It isn't necessary to cheat in courses in order to get through college.

25.___College life is primarily a dog eat dog existence.
___College students can almost always achieve their goals without infringing on the rights of others.

The last alienation dimension, social isolation, is the expectation that the individual will be unable to achieve the goals of close personal relationships within the context of a social organization. The following pairs of statements illustrate the items used to measure social isolation:

31.___While at college I sometimes feel all alone.
___College students are basically friendly with one another.

38.___Often one gets the idea that the college is more like a factory than an educational institution.
___Higher personnel make an effort to relate to each student as a unique human being.

The same instrument, except for minor modifications of some items to conform to university use, was used for all of the samples and in both time periods. The instrument has face and pragmatic validity.

Sampling

As indicated in overview of the research design, the research was constructed as a panel study; consequently, the samples are described in terms of the time 1 and time 2 contexts.

Time 1: A 20% stratified random sample of the 1300 Alma College students was selected. The sample was stratified by class standing. It was felt that stratified random sample by class would be more representative of the entire student population than a straight random sample or other types of sampling. The 20% sample was chosen so that sufficient numbers of respondents would adequately fill the cells of contingency tables. Another rationale for the size of the sample was to insure a large enough number of usable questionnaires, to compensate for a possible low return rate. The sample was also to be large enough so that it would be subdivided in categories as follows: probation- non-probation; by class; and by sex.

Time 1 sample also included a sample of 192 freshmen from Bowling Green State University which was used as a group to be compared to the Alma College freshmen.

Time 2: A random sample of 109 freshmen at Alma College was selected at the beginning of the academic school year to establish a "threshold" for the measurement of attitudes. The rationale was to determine what the attitudes of the freshmen were before they were "contaminated" by the college experience generally and before peer socialization took place.

A 20% stratified random sample of the Alma College students was again selected. The sophomores, juniors, and seniors were the same respondents who were tested during the first time period. A propor-

tionate random sample of freshmen was selected to provide for testing of all four classes.

A random sample of 102 freshmen was again selected at Bowling Green State University to provide a comparison group.

A random sample of approximately 102 freshmen was selected from the University of Notre Dame for the same purpose.

Data Collection

The data collection on the Alma College samples was carried out by a mass administration of the instrument in a large auditorium. Prior to the testing dates, a letter urging the students to participate in the survey was mailed to each of the prospective respondents. In order to assure an adequate number of respondents, first and second follow-ups were conducted in residences of the students, employing the assistance of the dormitory advisors to contact the students who did not participate in the collective administration of the instrument.

Dr. Art Neal, Bowling Green State University, administered the instrument to a sample of freshmen liberal arts students at that school for one of the comparison groups.

Drs. Robert Hassenger and Irwin Press also arranged to have the instrument administered to a sample of freshmen arts and letters students at the University of Notre Dame.

Hypotheses

Newcomb and Feldman indicated in their summary of many studies that the following changes in students generally took place while they were in the college environment:

1. Increases in "open-mindedness."
2. Declining authoritarianism, dogmatism, and prejudice.
3. Decreasing conservatism in regard to public issues.
4. Growing sensitivity to aesthetic and "inner" experiences.
5. Declining commitment to religion.
6. Increases in intellectual interests and capacities.
7. Increases in independence, dominance and confidence as well as a readiness to express inpulses. (1968: 50)

In view of the changes in psychological characteristics in students over periods of time, one would expect that the attitudes of students toward other students, faculty, administration and the general college environment would also change. The intent of the hypotheses was to test the similarities or differneces in attitudes between subsamples of students at one point in time and to test changes in attitudes over a one year period of time at Alma College. The hypotheses also tested the differences in attitudes of freshmen at Alma College, Bowling Green State University, and at the University of Notre Dame. If the size of a college were a significant factor, one would expect that alienation would be highest at Bowling Green, next highest at Notre Dame, and lowest at Alma College. Furthermore, if the public, private or sectarian affiliation of the college were a significant factor, one would expect the same results. If the contentions of the mass society theory are correct, the size and affiliation of the college or university are not the most significant factors for the student's definition of his college experience. The college and university are both part of the mass culture in which the attitudes expressed are generalized and shared by the students. It is the contention of this writer that attitudes expressed are a function of the length of time in college, the amount of experience, and the kinds of experiences of the students, rather than the size or affiliation of the college. In addition, sex of the student, whether he is on academic probation or not, and class standing are important factors determining the student's definition of the situation. With these factors as the independent variables, the hypotheses were intended to test similarities and/or differences on each of the forty attitudinal items of the questionnaire as well as the similarities and/or differences in attitudes on the basis of the summated scores of each of the dimensions of alienation (meaninglessness, powerlessness, normlessness, and social isolation). The hypotheses to be tested are the following:

Null Hypothesis

H_0 There are no significant differences in alienation scores, by items or dimensions, for the Alma College subsamples (sex, probation- non-probation, class standing), and no significant differences in alienation scores by items or dimensions between Alma College Freshmen, Bowling Green Freshmen, and Notre Dame Freshmen. There are no significant differences between time 1 and time 2 scores for each of the subsamples and between Alma College, Bowling Green, and Notre Dame Freshmen.

Alternate Hypotheses: Time 1

1. H_A Probation students score higher than

non-probation students on the 40 questionnaire items.

2. H_A Male students differ significantly from female students on the 40 questionnaire items.
3. H_A Sophomores score higher than freshmen; juniors score higher than sophomores; and seniors score higher than juniors on the 40 questionnaire items.
4. H_A Probation students score higher than non-probation students on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.
5. H_A Male students differ significantly from female studnets on the the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.
6. H_A Freshmen score lower than sophomores, juniors higher than sophomores and seniors higher than juniors on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.
7. H_A Alma College freshmen differ significantly from Bowling Green freshmen scores on the 40 questionnaire items.
8. H_A Alma College freshmen differ significantly from Bowling Green freshmen on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.
9. H_A Alma College freshmen tested at the beginning of the year (September 22, 1969) differ significantly from Alma College freshmen tested at time 2 period (February, 1970) on 40 items of the questionnaire.
10. H_A Alma College freshmen tested at the beginnig of the year (September 22, 1969) differ significantly from Alma College freshmen tested at time 2 period (February, 1970) on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.

Time 2

The same hypotheses were tested again on the time 2 samples. In order to save space, the eight hypotheses above were not repeated here. However, in the time 2 testing periods, a sample of Notre Dame freshmen and a sample of incoming Alma College freshmen were added to pro-

vide two additional comparison groups. Hence, four more hypotheses were required.

11. H_A Bowling Green freshmen differ significantly from Notre Dame freshmen on the 40 questionnaire items.
12. H_A Bowling Green freshmen differ significantly from Notre Dame freshmen, who differ significantly from Alma College freshmen on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.
13. H_A Alma College freshmen tested at the beginning of the year (September 30, 1970) differ significantly from Alma College freshmen tested at time 2 period (February, 1971) on 40 items of the questionnaire.
14. H_A Alma College freshmen tested at the beginning of the year (September 30, 1970) differ significantly from Alma College freshmen tested at time 2 period (February, 1971) on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.

Since this study was also a panel study, the attitudes of freshmen, sophomore and juniors at time 1 period will be compared to the attitudes of those same respondents in the time 2 period.

15. H_A Time 2 probation and non-probation students differ significantly from Time 1 on the 40 questionnaire items.
16. H_A Time 2 male and female students differ significantly from Time 1 on the 40 questionnaire items.
17. H_A Time 2 freshmen, sophomores, juniors differ significantly from Time 1 sophomores, juniors, and seniors on the 40 questionnaire items.
18. H_A Time 2 probation and non-probation students differ significantly from Time 1 on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.
19. H_A Time 2 male and female students differ significantly from Time 1 on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.
20. H_A Time 1 freshmen, sophomores, juniors dif-

fer significantly from Time 2 sophomores, juniors, and seniors on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.

Statistical Tests

In view of the fact that the data analysis consisted of item analysis and dimension analysis, it seems appropriate to mention the types of statistical tests that were used. The X^2 test was used to measure significant differences by items on the questionnaire for each of the subsamples. The T test of two means was used to measure significant differences between dimensions, which are arrived at by summating the scores for each respondent on items 1 through 10 (meaninglessness), 11-20 (powerlessness), 21-30 (normlessness), and 31-40 (social isolation). Rank-order correlations were calculated by ordering the items from high to low scores for each of the subsamples to determine what the degree of association is between the item variables by subsample.

CHAPTER III

PRESENTATION OF THE RESEARCH FINDINGS

Introduction

As indicated in the statement of the problem and presentation of the research design, the study was a descriptive analysis of the attitudes of students toward other students and toward faculty and administration. Attitudes were defined as the student's definition of the situation. The ways in which students perceive their college experiences were assessed by using multiple alienation scales which measure the extensiveness and intensiveness of the feelings of meaninglessness, powerlessness, normlessness, and social isolation.

The small college samples were carefully selected to assure representativeness. The stratified random sample was selected to be representative of the numbers of students by class standing. The response rates, to be examined below, were adequate. The freshman samples at the two large universities were randomly selected and were sufficiently large to allow inter-school comparisons.

On the small college sample for the 1970 and 1971 school year, questionnaire item analysis was conducted to determine similarities and/or differences in attitudes that were held by the subsamples of students classified by probation-nonprobation, by sex, and by class standing. The X^2 test was used to discover the similarities or differences in student attitudes. The content of items was used for the descriptive analysis. While item analysis was used to examine the particular content of the student's attitudes, dimension analysis with the T test of two means was used to determine similarities and/or differences in the subsamples for each of the alienation variables. Comparative item and dimension analyses were conducted on the attitudes of Alma College, Bowling Green State University and University of Notre Dame students for both 1970 and 1971. In addition to the above, the attitudinal responses for all the subsamples and the freshman samples were rank-ordered and correlations calculated to determine the degree of association of the rank-order of concerns of the students.

As indicated in previous chapters, panel analysis was also conducted to determine whether or not any changes in attitudes occurred during the one year interim between test periods. The responses of the 1970 Alma College sample and subsamples were compared to the 1971 results. In addition, the changes that occurred in the Alma College freshmen were compared to the changes that took place in the Bowling Green State University and University of Notre Dame freshmen. Here again the X^2 and T tests were used.

In summary, the presentation of the research findings is composed of the descriptions of the samples and the rates of response. The examination of the Alma College students' results in 1970 and 1971 are presented as well as comparison of Alma freshmen, Bowling Green freshmen and Notre Dame freshmen. In addition, the 1970 results are compared to the 1971 results in order to determine whether or not attitudes changed in the one year interim.

The Research Samples

Alma College is a coeducational residential liberal arts college which is affiliated with the United Presbyterian Church of America. Seventy-five percent of the students were residents of Michigan. The college has the standard liberal arts goals such as a commitment to liberal education so that it intends to make a contribution to the development of students' understanding of modern society.

The population of the college in the winter term (the term in which the testing was done) was 1188 students from which a sample of 215 students was drawn. Table 1 summarizes this student population. After sending a letter in invitation to the prospective students (see Appendix C), the questionnaire was mass administered in a large dining hall. It was felt that follow-up procedures were necessary as the number of completed questionnaires was insufficient. A follow-up letter (see Appendix C) was sent to each of the students asking him to appear in the lounge of his dormitory at an appointed time. After approximately two weeks of follow-up work, a total of 199 questionnaires was completed which amounted to 92.55 percent of the sample returned. Four spoiled questionnaires were returned which reduced the usable number to 195; however, the number was large enough to assure representativeness.

The 1971 sample which consisted of the respondents who were freshmen, sophomores and juniors the previous year with an additional random selection of incoming freshmen totaled 233. All four classes were again represented in the sample. Two follow-ups

TABLE 1

NUMBERS AND PERCENTAGES OF
STUDENTS AND RESPONDENTS BY YEAR
FOR ALMA COLLEGE

	Total Number of Students	Size of Sample	Percent of Population	Number of Respondents	Percent of Sample Responding
1970	1188	215	18.10	199	92.55
1971	1227	233	18.98	218	93.56

were carried out with the result that 218 questionnaires were returned which is approximately 93 percent of the sample. Nine of the questionnaires were spoiled, leaving 209 that were usable.

It was stated above that the sample was to represent the distribution of students by class standing at Alma College. Table 2 below summarizes the data on the sample sizes, the potential number of respondents included in the study and the numbers and percentages of actual respondents for both of the years during which the testing took place. It should be noted that ratios in the sample chosen closely approximate the distribution of students in the population. Not only was there assurance that the proportions were adequate, but also numbers of respondents by class were large enough so that statistical tests could be used; that is, there were sufficient numbers to fill the cells on contingency tables. In addition, the male-female ratios were checked. In the 1970 student population, the ratio of males to females was 1.00 : 1.00. The ratio in the sample of respondents was 1.00 : 1.03. In 1971, the male to female ratios were 1.00 : 1. in the population and 1.01 : 1.00 in the sample. In view of the fact that the male-female ratios and the distributions of students by class closely approximate the actual distributions of students in the population, it can be said with confidence that respondents are representative of the population in the categories indicated above. Any inferences that are drawn from the data in regard to the proportionate distributions of responses by sex and by class may be said to be representative of the Alma College student population.

Samples of freshmen were drawn from two universities for comparison with Alma freshmen. The freshmen at the University of Notre Dame and Bowling Green State University were selected from the liberal arts and arts and letters colleges within the universities in an attempt to match those samples with the liberal arts freshmen from Alma College. To have drawn the samples from the universities as wholes may have biased the results toward particular occupational or professional areas, such as engineering. Since orientations toward certain occupations tend to bias attitudes toward the college environment, it was felt that students in professional schools should be excluded. Therefore, the comparison groups were drawn from the liberal arts sectors of the universities. A comparison group of 192 students was drawn from Bowling Green State University, and one of 138 was drawn from the University of Notre Dame in 1970. In 1971, samples of 102 freshmen from the University of Notre Dame, and 102 from Bowling Green State University were drawn as comparison groups for the sample of 94 freshmen from Alma College. The totals of students in the samples were 422 in 1970 and 437 in 1971.

TABLE 2

NUMBERS AND PERCENTAGES OF STUDENTS AND RESPONDENTS
BY YEAR BY CLASS STANDING FOR ALMA COLLEGE

1970	Total Number of Students	Percent of Student Population	Size of Sample	Percent of Sample by Class Size	Number of Respondents	Percent of Sample Responding
Freshmen	382	32.15	100	26.18	92	92.00
Sophomores	308	25.93	58	18.83	55	94.83
Juniors	263	22.14	31	11.79	28	90.32
Seniors	235	19.78	26	11.06	24	92.30
Totals	1188		215		199	
1971						
Freshmen	415	34.47	96	23.13	94	97.92
Sophomores	304	25.25	72	23.68	71	98.61
Juniors	240	19.93	38	15.83	31	81.58
Seniors	245	20.35	27	11.02	22	81.48
Totals	1204		233		218	

1970 Research Findings

As indicated in the introduction above, the presentation of the findings is composed of item and dimension analysis for each of the subsamples at Alma College. Comparative item and dimension analyses are also presented for the Alma and Bowling Green State University and University of Notre Dame freshmen. Also, rank-order correlations are presented for all of the subsamples and samples. For all of the response categories the null hypothesis was tested by using X^2 for the items and the T test of two means for the alienation dimensions. The significance level selected was .05.

During the 1970 testing period, several subsamples at Alma were tested and compared by class, sex and probationary status. In addition to those samples, a sample of incoming freshmen at Alma College and comparative freshman samples from the University of Notre Dame and Bowling Green State University were selected.

The results of a comparison between incoming freshmen and freshmen tested in February, 1970 shall be presented first. During the 1969 pilot study of this project, the question arose whether freshmen arrive on campus already alienated or whether alienation is induced by the college experience. A related question was whether or not the college experience, especially as a result of the actions of faculty and administration, creates the alienated attitudes. With these questions in mind, a sample of freshmen was selected and was tested on September 22, 1969. On that date the college experience was limited in time, but the freshmen had been exposed to several days of orientation to the college; had opportunities to meet classmates and upper classmen; and had met a full schedule of classes for several days. The randomly selected sample was 75 in number and the responses were compared to those of the randomly selected freshmen who were tested during the regular February, 1970 testing peridd. Item and dimension analyses were conducted. In addition, the rank-order correlation of the items was calculated. The hypotheses stated that Alma College freshmen tested at the beginning of the school year differ significantly from experienced freshmen tested in February, 1970 on the 40 items of the questionnaire and that freshmen tested at the beginning of the year differ significantly from experienced freshmen on the dimensions of meaninglessness, powerlessness, normlessness, and social isolation.

Item analysis reveals that the freshmen tested in February, 1970 as compared to those tested on September 22, 1969 were higher in alienation on 37 of the 40 items. On only three items were the new freshmen lower in alienation scores. Despite this fact, some of the scores were not substantially higher, so that on only

ten of the 37 items were the differences statistically significant. Freshmen later in the year as compared to freshmen at the beginning were more likely to say that most so-called intellectual discussions on campus are boring, and they more frequently asked themselves whether or not college is really useful. They also found little meaningful connection between what happens in the classroom and what happens outside of it and indicated that the notion of a full, meaningful, educational experience is more fiction than fact. They feel that their religious views have changed for the worse since beginning college. In regard to definitions of power, they felt they were not consulted by the administration on matters that concern them but were merely told what to do. They believe that the college is run by a few people in power and there is little a student can do about it. Experienced freshmen were significantly higher in social isolation than at the beginning of the year. They expressed the feeling that if a student "gets into trouble" in college, there are few people to whom he can turn for help. Furthermore, they said that they sometimes think that a college student could "drop dead" or out and nobody would know or care. They said that often one gets the idea that the college is more like a factory than an educational institution. In view of the results, it can be said that the hypothesis that experienced freshmen differ significantly from freshmen at the beginning of the year is affirmed.

While the item analysis showed that February freshmen are more alienated than beginning freshmen, the results are more definitive when subjected to dimension tests and the differences in alienation become more clear. See Table 3 below for a summary of the analysis.

TABLE 3

Results of T Test of Two Means
For Alma September 22, 1969 Freshmen and 1970 Freshmen

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	1970 Freshmen	.40	1969 Freshmen	.29	.001
Powerlessness	1970 Freshmen	.34	1969 Freshmen	.21	.001
Normlessness	1970 Freshmen	.28	1969 Freshmen	.21	.001
Social Isolation	1970 Freshmen	.30	1969 Freshmen	.18	.001

1969 Freshmen N = 75
1970 Freshmen N = 92
D.F. = ∞

From the table it is evident that the freshmen later in the year as compared on all four dimensions are more alienated than fresnmen at the beginning of the year. It should be noted also that the differences are significant at less than the .001 level of probability. The rank-order correlation, despite the significant differences by dimensions indicates the item content is rather highly rank-correlated. The coefficient of correlation for the rank-order of the 40 items was .860.

When the 1970 probation and non-probation students' responses were examined, analysis of the significant items again revealed that the probation students invariably are more alienated than non-probation students. Probation students were more likely to say that they think that they would be more positive of what they wanted out of life if they had never gone to college. Conversely, they did not feel that a college education is helping them find meaning in life. A fatalistic attitude is displayed by the probationers when the question "What's the use of it all?" is asked. The probationers displayed powerlessness when they said that it is difficult to study except under the pressure of examinations. This data indicates that probationers perceive more normlessness than do non-probation students when they say that some form of cheating in courses is necessary and when they say that instructors try to create the impression that they are more fair than they really are in order to impress students. The hypothesis that probation students score higher on alienation items was affirmed.

The hypothesis that probation students score higher than non-probation students on the four alienation dimensions was also affirmed. Table 4 summarizes the dimension scores.

TABLE 4

Results of T Test of Two Means
For 1970 Alma Probation and Non-Probation Students

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	Probation	.46	Non-Probation	.36	.001
Powerlessness	Probation	.40	Non-Probation	.33	.001
Normlessness	Probation	.39	Non-Probation	.27	.001
Social Isolation	Probation	.36	Non-Probation	.32	N.S.S.

Probation N = 45
Non-Probation N = 150

D.F. = 00
N.S.S. : Not Statistically Significant

It should be noted that on the dimensions of meaninglessness, powerlessness, and normlessness, the differences are significant at the .001 level of probability and while the probationers are higher than non-probationers on social isolation, the difference was not statistically significant. The rank-order correlation of the questionnaire items was again relatively high, reaching a level of .805. This coefficient of correlation was high enough to strongly suggest that there is a relatively high congruence of concerns between the probation and non-probation students.

Examination of the male-female differences found the males significantly higher than the females in alienation on some of the 40 questionnaire items. Males were more likely than females to display powerlessness when they express the feeling that students are usually not consulted by their professors but are simply told what to do. They also express the fear that they could get into serious trouble later in life for expressing their views while still in college. The idea that college life is a "dog eat dog" existence is an expression of the feeling of powerlessness. Males more than females believe that students are competing for grades, and some form of cheating is just part of the "game." They, like others, feel that students who talk to professors after class are more interested in gaining favor than in getting answers to questions. In view of the above, the hypothesis that males differ significantly from females on the questionnaire items can be only partially affirmed.

Dimension analysis, as summarized below in Table 5 , shows that there was no significant difference between males and females on the dimensions of meaninglessness and social isolation; in fact, the mean scores are almost equal.

TABLE 5

Results of T Test of Two Means
For 1970 Alma Males and Females

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	Males	.39	Females	.38	N.S.S.
Powerlessness	Males	.37	Females	.32	.01
Normlessness	Males	.33	Females	.26	.001
Social Isolation	Males	.34	Females	.32	N.S.S.

Males N = 92 D.F. = ∞
Females N = 103 N.S.S. : Not Statistically Significant

Males were significantly higher than females in normlessnes and powerlessness. As a measure of congruence between males and females, it should be noted that the coefficient of correlation was .865 in 1970. Generally, it can be said that the hypothesis that male students differ significantly from female students on the four dimensions of alienation can only partially affirmed. Greater similarities than differences in attitudes were displayed, contrary to the expectations.

Contrary to the expectations stated in the hypotheses for 1970, the differences between the classes were insignificant. When the dimension results of each of the classes were compared to each of the other classes, twenty-four tests were conducted. (See tables 1 through 6 in Appendix D for a summary of the findings.) On twenty-two of the twenty-four T tests of two means, there were no significant differences between classes. On three of the cases the mean scores were identical. The freshmen were slightly higher. Freshmen scored significantly higher than juniors on social isolation and higher on meaninglessness than seniors. All the data suggests that there is a great deal of similarity between members of each of the classes in attitudes toward college experience. This contention is further affirmed when the rank-order correlation of the 40 questionnaire items was calculated for all four classes simultaneously. The Kendall coefficient of concordance was .732, which indicates a high degree of congruence between the responses of the students in all the combinations of classes, the rank-order correlations were high. Table 6 below shows the coefficients of correlation.

TABLE 6

Rank-Order Correlations of
Item Results for 1970 Alma
Freshmen, Sophomores, Juniors and Seniors

Class Standing Combinations	r'
Freshmen and Sophomores	.826
Freshmen and Juniors	.772
Freshmen and Seniors	.691
Sophomores and Juniors	.774
Sophomores and Seniors	.681
Juniors and Seniors	.732

The lack of differences between classes on the four dimensions of alienation, the high congruence displayed by the coefficient of concordance and the coefficients of correlation between classes,

strongly suggests that there are greater similarities than differences between students' attitudes in the various classes. Similarity in attitudes seems to be more prevalent than heterogeneity. The data also suggests that once a student has been socialized into the attitudes prevalent on the campus, those attitudes are largely shared by all other student members of the college community.

The 1970 college and university comparisons yielded unusual results. The hypothesis testing was to examine the commonly held contention that students at larger and publicly controlled schools would register higher levels of alienation than students at smaller and church related schools. If this contention were the case, one would have expected the highest levels of alienation in the sample from Bowling Green State University; next highest levels of alienation at the University of Notre Dame; and, the lowest levels at Alma College. When the alienation dimensions for Bowling Green and Alma are examined, the data clearly shows that Alma freshmen are higher than Bowling Green freshmen on meaninglessness, but that Bowling Green students are higher than Alma freshmen on the normlessness, powerlessness, and social isolation dimensions. Table 7 summarizes the data.

TABLE 7

Results of T Test of Two Means
for 1970 Bowling Green and Alma Freshmen

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	Alma	.41	B.G.	.36	.001
Powerlessness	B.G.	.48	Alma	.34	.005
Normlessness	B.G.	.33	Alma	.29	.001
Social Isolation	B.G.	.40	Alma	.31	.005

Bowling Green N=192
Alma N=92
D.F. =∞

When Alma freshmen are compared to Notre Dame students, Alma is again higher on meaninglessness, but the difference is not statistically significant. Notre Dame (see Table 8 below), like Bowling Green, is higher on the dimensions of normlessness, powerlessness, and social isolation than Alma College students.

TABLE 8

Results of T Test of Two Means
for 1970 Notre Dame and Alma Freshmen

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	Alma	.41	N.D.	.38	N.S.S.
Powerlessness	N.D.	.41	Alma	.34	.001
Normlessness	N.D.	.40	Alma	.29	.001
Social Isolation	N.D.	.40	Alma	.31	.001

Notre Dame N=138
Alma N=92
D.F. =∞
N.S.S.: Not Statistically Significant

When Bowling Green students are compared to Notre Dame, the pattern is irregular. See Table 9 below for a summary of the findings.

TABLE 9

Results of T Test of Two Means
for 1970 Bowling Green and Notre Dame Freshmen

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	N.D.	.38	B.G.	.36	N.S.S.
Powerlessness	B.G.	.48	N.D.	.41	.001
Normlessness	N.D.	.40	B.G.	.33	.001
Social Isolation		.40		.40	

Bowling Green N=192
Notre Dame N=138
D.F. =∞
N.S.S.: Not Statistically Significant

Bowling Green students are higher than Notre Dame students on the dimension of powerlessness, and the difference is statistically significant. Notre Dame, on the other hand, is higher than Bowling Green on meaninglessness and normlessness, but identical in social isolation. When these results are taken as a whole, it can be said that the hypotheses are only partially affirmed.

Generally speaking, Bowling Green students are more alienated than Alma students and Notre Dame students are more alienated than both Alma and Bowling Green freshmen. When the results of the rank-order correlations of the 40 questionnaire items were completed, they showed relatively high congruence between the attitudes of students at the three schools. Table 10 below shows the coefficients of correlation.

TABLE 10

Rank-Order Correlations of Item Results
for 1970 Alma, Bowling Green, and Notre Dame Freshmen

Schools	r'
Alma and Bowling Green	.750
Alma and Notre Dame	.813
Bowling Green and Notre Dame	.830

The data indicates, generally, that despite significant differences by dimensions between schools, there is a relatively high degree of congruence on the college experience factors that are problematical to the students at all three schools. From this data it can hardly be said that the larger, publicly supported schools display more alienation than all smaller and private church affiliated schools. The hypothesis is only partially affirmed on the basis of the Bowling Green and Alma results. It can be said that size and affiliation of the schools is not necessarily related to the amounts and degrees of alienation that students display. It may be the case that size and affiliation are not significant independent variables on which alienation is based. Situational factors may be acting as intervening variables which may be more closely related to the differences in levels of alienation in the three schools. Discussion of the factors other than size and affiliation is found in Chapter Four.

The 1971 Research Findings

During the 1971 testing period, all the samples discussed in the previous year's findings were retested with the exception, of course, of the 1970 seniors who had graduated. The new sample of freshmen selected was tested on September 30, 1970 and retested during the regular February testing period. In addition, comparative freshmen samples from Bowling Green State University and the University of Notre Dame were again selected.

The results of an analysis of the alienation scores between incoming freshmen and freshmen tested in February, 1971 shall be presented first. It may be recalled that the purpose of this

analysis in 1970 was to determine whether incoming students were alienated before arriving on campus. The results clearly showed that incoming freshmen displayed low levels of alienation and that by February the alienation scores had reached levels comparable to the other classes. In order to be assured that the increases in alienation scores were not spurious, the same analysis was carried out in 1971.

The results indicate, as in the 1970 results, that incoming freshmen arrive on the college campus with relatively low alienation scores. Table 11 below summarizes the results.

TABLE 11

Results of T Test of Two Means
for September 30, 1970 and 1971 Alma Freshmen

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	1971	.41	1970	.32	.001
Powerlessness	1971	.36	1970	.22	.001
Normlessness	1971	.32	1970	.18	.001
Social Isolation	1971	.32	1970	.23	.001

1970 N=103
1971 N=91
D.F. =∞

From the data, it is clear that on the basis of two years results the experienced freshmen are more alienated than incoming freshmen on all four dimensions of alienation. As in 1970, the significance levels are all at less than .001. There can be little doubt that incoming freshmen come to college with low levels of alienation and that by midyear, they share relatively high levels of alienation with members of other classes.

The analysis of 1971 probation and non-probation responses indicated that probation students are generally more alienated than non-probation students, and the patterns of responses were similar to 1970. Probation students were more likely to say that college life is so complicated that they didn't know where to start in straightening things out. They expressed powerlessness when they said that students could get into serious difficulty by expressing their views, and they felt they had little to say about the daily decisions that affect their lives. An expression of social isolation was apparent when the probationers said that there are few people one can turn to when one is in trouble. In view of the above, the hypothesis that probation students score higher in alienation on questionnaire items was affirmed.

Dimension analysis of the alienation responses revealed results that were similar to the response patterns in 1970. The hypothesis that probation students score higher than non-probation students on the four alienation dimensions is largely affirmed. Table 12 below summarizes the dimension scores.

TABLE 12

Results of T Tests of Two Means
For 1971 Alma Probation and Non-Probation Students

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	Probation	.40	Non-probation	.38	N.S.S.
Powerlessness	Probation	.43	Non-probation	.34	.01
Normlessness	Probation	.34	Non-probation	.32	N.S.S.
Social Isolation	Non-probation	.33	Probation	.31	N.S.S.

Probation N = 32
Non-probation N = 201
D.F. = ∞
N.S.S. : Not Statistically Significant

On three of the four dimensions the probationers are higher in alienation than the non-probationers. It should be noted, however, that on only one of the dimensions is score significantly higher. In contrast to 1970, non-probation students were higher on social isolation than probation students. This is partially explained by the fact that the non-probation mean scores increased in 1971, while the probationers' scores decreased slightly on three dimensions. It can be concluded that probationers generally are more alienated than non-probationers, but in contrast to 1970 the differences in magnitude have diminished. The rank-order correlation was again relatively high, reaching a level of .816 which is almost identical to the 1970 level of .805. The high coefficients of correlation strongly suggest that a relatively high similarity of particular concerns between probation and non-probation students exists.

When male-female differences in alienation were examined, the males were significantly higher than females on the 40 questionnaire items. Males were more likely than females to display meaninglessness when they expressed the feeling that most campus activities are geared to other students; few are relevant from their point of view. Males, more so than females, were confused with the many different ideas they encountered. Males expressed greater powerlessness when they said that students are usually not consulted by their professors but are

simply told what to do. Greater normlessness is apparent when more males than females felt that students who talk to instructors after class are more interested in "apple polishing" than getting answers. An indication of the males greater social isolation is their feeling that professors tend to think of their students as objects occupying chairs.

Dimension analysis, as summarized in Table 13 below, shows that males are higher in alienation on all dimensions than females.

TABLE 13

Results of T Test of Two Means
For 1971 Alma Females-Males

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	Males	.40	Females	.37	N.S.S.
Powerlessness	Males	.38	Females	.33	.01
Normlessness	Males	.34	Females	.31	N.S.S.
Social Isolation	Males	.36	Females	.30	.01

Females = 120
Males = 113
D.F. = ∞
N.S.S. : Not Statistically Significant

On powerlessness and on social isolation, the differences are significant at the .01 level. On meaninglessness, in both 1970 and 1971, the differences are not statistically significant. The differences on social isolation are significant in 1971 because the scores for males increased while the scores for females decreased when compared to 1970. These changes shall be discussed in Chapter 4. As a measure of congruence between males and females, it should be noted that the coefficient of correlation was .785 in 1971 as compared to .865 in 1970. This slight decrease in correlation can be accounted for by the fact that male alienation scores increased slightly. Generally, it can be only partially affirmed that the male students differ significantly from the female students on the four dimensions of alienation. Greater similarities than differences in attitudes were displayed, contrary to the expectations.

The examination of alienation responses by class standing revealed more strikingly similar results. The item analysis for each of the classes, when compared with the rest of the classes, revealed a mixed pattern of alienation scores. Given that mixed pattern, i.e., no directions of higher or lower scores were apparent for any of the class comparisons, an examination of the rank-order correlations revealed great similarity. Table 14 summarizes the correlations.

TABLE 14

Rank-Order Correlations of Item Results
For 1971 Alma Freshmen, Sophomores, Juniors and Seniors

Class Standing Combinations	r'
Freshmen and Sophomores	.879
Freshmen and Juniors	.843
Freshmen and Seniors	.729
Sophomores and Juniors	.837
Sophomores and Seniors	.754
Juniors and Seniors	.866

The high similarity in the coefficients of correlation of the combinations of the classes, as in 1970, would indicate a high degree of similarity in the ranking and ordering of the perceptions of the college experience by all members of the various classes in the college. To be more confident of the similarity between all four classes, Kendall's coefficient of concordance was calculated. The $\overline{R}$ was .861, which strongly suggests that the congruence between students' attitudes toward college experience for all four classes is very high.

Dimension analysis also revealed greater similarities than differences between classes. On the T tests of the hypothesis that freshmen score lower than sophomores, juniors higher than sophomores, and seniors higher than juniors on the dimensions, the data indicate that the alternative hypothesis was rejected and the null hypothesis accepted. When each of the classes was compared to each of the others, 24 tests were necessary. Of the 24 tests, 21, as in 1970, showed that there were no significant differences between classes on the dimensions. (See Appendix D for Tables 7 through 12 summarizing the data.) Of the three that were significantly different, freshmen scored higher than seniors on meaninglessness, and juniors were higher than sophomores and seniors on powerlessness. The lack of differences on almost all of the T tests and the high rank-order correlations between classes strongly suggest that there is a

high degree of similarity, if not homogeneity, in attitudes toward college experience being held by students regardless of class standing. The data also suggests that there are no significant differences in the students' perceptions of college experience regardless of whether the experience was one, two, three or four years in length.

The 1971 college and university comparisons resulted in patterns of responses somewhat different from 1970. Whereas Alma in 1970 was higher on the meaninglessness dimension than Bowling Green, Bowling Green was significantly higher on all four dimensions of alienation in 1971. When Alma was compared to Notre Dame, they were equal on meaninglessness but Notre Dame was higher on the other three dimensions. A comparison of Notre Dame and Bowling Green revealed a mixed pattern, as in 1970, with Bowling Green being higher on two dimensions and Notre Dame being higher on two. Table 15 below summarizes the data.

TABLE 15

Results of T Test of Two Means
For 1971 Alma, Bowling Green and Notre Dame

School and Dimensions	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Alma and Notre Dame					
Meaninglessness		.41		.41	
Powerlessness	N.D.	.46	Alma	.36	.01
Normlessness	N.D.	.42	Alma	.32	.01
Social Isolation	N.D.	.42	Alma	.32	.01
Alma and Bowling Green					
Meaninglessness	B.G.	.47	Alma	.40	.01
Powerlessness	B.G.	.42	Alma	.36	.02
Normlessness	B.G.	.39	Alma	.32	.01
Social Isolation	B.G.	.51	Alma	.32	.01
Bowling Green and Notre Dame					
Meaninglessness	B.G.	.47	N.D.	.41	.01
Powerlessness	N.D.	.46	B.G.	.42	N.S.S.
Normlessness	N.D.	.42	B.G.	.39	N.S.S.
Social Isolation	B.G.	.51	N.D.	.42	.01

Alma College N = 209
Bowling Green N = 102
Notre Dame N = 101

D.F. = ∞
N.S.S. : Not Statistically Significant

The alternate hypothesis that Bowling Green freshmen differ from Alma and Notre Dame freshmen must be largely affirmed. In this year's testing, the contention that students, in large, publicly controlled institutions are more alienated than small liberal arts students must be affirmed. This pattern does not hold, however, when Notre Dame is compared to Bowling Green. It appears that while alienation scores have increased generally in all three schools, the increases were the greatest at Bowling Green, which accounts for the significance levels indicated in Table 15. The changes in alienation will be examined in more detail in the section below on the comparison of the 1970 and 1971 results. Chapter Four will also examine the changes over a three year period, based on the 1969, '70 and '71 results, in an attempt to show a trend in the changes in alienation at the three schools. Generally speaking, for 1971 Bowling Green students are more alienated than Alma students, Notre Dame more alienated than Alma and equally as alienated as Bowling Green students. Despite these differences in dimensions of alienation, the results of the rank-order correlations of the 40 questionnaire items showed relatively high congruence between the schools, which is similar to the 1970 results. Table 16 below shows the coefficients of correlation.

TABLE 16

Rank-Order Correlations of
Item Results for 1971 Alma,
Bowling Green, and Notre Dame Freshmen

Schools	r'
Alma and Bowling Green	.796
Alma and Notre Dame	.771
Bowling Green and Notre Dame	.762

The data indicates, generally, that despite significant differences by dimensions of alienation between schools, there is a relatively high degree of congruence on the items of college experience that are problematical to students at all three schools. It may still be the case that, despite differences in dimensions of alienation between the schools, size and affiliation are not the major variables that account for differences in alienation. As stated in the 1970 results, situational factors may be acting as intervening variables which may be more closely related to the differences in levels of alienation in the three schools. Discussion of the situational factors which may increase alienation are found in Chapter Four.

Comparison of the 1970 and 1971 Findings--Change

As stated earlier, panel analysis was carried out on the research data. Not only does it allow for analysis of change over time, but also it may aid in the description and explanation of seemingly irregular patterns of findings. Furthermore, panel analysis may reveal some characteristics that may not be at all apparent when only cross-sectional or comparative analysis is carried out. Panel analysis allows the use of "thresholds" or "benchmarks" which may be used to determine the magnitude and direction of change.

In the data change was examined for all of the samples and subsamples from 1970 to 1971. In addition to those, it was considered important to examine the changes that may have occurred in the total Alma College sample. Dimension analysis revealed that Alma College alienation in 1971 was higher on three of the dimensions than in 1970. Table 17 summarizes the results.

TABLE 17

Results of T Test of Two Means
for 1970 and 1971 Alma Total Sample

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness		.39		.39	
Powerlessness	1971	.36	1970	.34	N.S.S.
Normlessness	1971	.33	1970	.30	N.S.S.
Social Isolation	1971	.33	1970	.32	N.S.S.

1970 N = 195
1971 N = 209
D.F. = ∞
N.S.S. : Not Statistically Significant

On the meaninglessness dimension the scores were identical, but on powerlessness, normlessness and social isolation the 1971 scores were higher but not statistically significant. It became apparent that alienation generally increased at Alma College during the one year interim.

When the 1971 probation students were compared to the 1970 probationers, the 1971 students, contrary to expectations, were lower on three of the four dimensions of alienation. Table 18 describes the results.

TABLE 18

Results of T Test of Two Means
For 1970 and 1971 Alma Probation Students

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	1970	.46	1971	.40	N.S.S.
Powerlessness	1971	.43	1970	.39	N.S.S.
Normlessness	1970	.39	1971	.34	N.S.S.
Social Isolation	1970	.36	1971	.31	N.S.S.

1970 N = 45
1971 N = 32
D.F. = ∞
N.S.S.: Not Statistically Significant

In view of the evidence, the hypothesis that probation students would increase in alienation must be rejected. In contrast to the probation students, the non-probation students displayed higher alienation in 1971 than in 1970. Table 19 below summarizes the results.

TABLE 19

Results of T Test of Two Means
For 1970 and 1971 Alma Non-Probation Students

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	1971	.38	1970	.37	N.S.S.
Powerlessness	1971	.34	1970	.33	N.S.S.
Normlessness	1971	.32	1970	.29	.01
Social Isolation	1971	.33	1970	.31	N.S.S.

1970 N = 150
1971 N = 201
D.F. = ∞

On all four dimensions the non-probation students were higher in alienation in 1971 than in 1970, although only on the normlessness dimension were the differences statistically significant. While the hypothesis that 1971 non-probation students would score significantly higher cannot be affirmed, the increases in scores may be an indication of a trend of increasing alienation in general. It is interesting to note that while non-probation students

do not experience quite the same academic problems as the probationers, the non-probation students' levels of alienation nonetheless increased.

The 1970 and 1971 male and female results follow somewhat the same pattern. The 1971 males as compared to their scores in 1970 were higher on all four dimensions of alienation. All dimensions showed slight increases, but none of the differences were statistically significant. Table 20 below summarizes the findings.

TABLE 20

Results of T Test of Two Means
For 1970 and 1971 Alma Males

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	1971	.40	1970	.39	N.S.S.
Powerlessness	1971	.38	1970	.37	N.S.S.
Normlessness	1971	.34	1970	.33	N.S.S.
Social Isolation	1971	.36	1970	.34	N.S.S.

1970 N = 92
1971 N = 113
D.F. = ∞
N.S.S. : Not Statistically Significant

The females showed a mixed pattern of results. On the dimensions meaninglessness and social isolation, the 1970 females were higher in alienation than in 1971, but again the differences were not statistically significant. The 1971 females were higher in powerlessness and normlessness, and on normlessness, the difference was statistically significant at the .02 leve. The results are shown below.

TABLE 21

Results of T Test of Two Means
For 1970 and 1971 Alma Females

Dimensions of Alienation	Higher Alienation	$\bar{X}$	Lower Alienation	$\bar{X}$	P
Meaninglessness	1970	.38	1971	.37	N.S.S.
Powerlessness	1971	.33	1970	.32	N.S.S.
Normlessness	1971	.31	1970	.26	.02
Social Isolation	1970	.31	1971	.30	N.S.S.

1970 N = 103
1971 N = 120
D.F. = ∞
N.S.S.:Not Statistically Significant

When the subsamples of probation--non-probation/male-female were compared to each other within the 1970 and 1971 sampling years, and when change was examined between the years, the conclusion must be that patterns are irregular. To some extent, it can be said that males and non-probation students increased in alienation, but on almost all of the subsamples the differences were not statistically significant. Particular subsamples' differences may not be significant, but when one examines the total Alma sample, the results fairly clearly show that alienation generally has increased. This may suggest again that there are greater similarities than differences in student subsamples. When rank-order correlations of responses to items on the questionnaire were examined, the coefficients of correlation were again quite high. The table below demonstrates this.

TABLE 22

Rank-Order Correlations of
Item Results for 1970 and 1971 Alma College
Probation, Non-probation, Male and Female Student Samples

Samples	r'
Non-Probation	.959
Probation	.757
Males	.921
Females	.931

The levels of correlation indicate, as in earlier results, a quite high congruence between the subsamples. Again, these findings tend to show greater similarities than differences between student subsamples. The implications of these findings are discussed in Chapter Four.

In earlier sections of the chapter, dimension analysis revealed that there were virtually no differences between classes in 1970. The same was the case for 1971. In 1970, only two of twenty-four alienation dimensions were significantly different. In 1971, only three of the dimensions between classes were significantly different. It was stated that the data showed greater similarities than differences in attitudes between classes for a given year. However, when changes were measured over time, the patterns were quite different. In order to better demonstrate the trends in changes of attitudes over time, the results of the 1969 pilot study of the project were incorporated. The changes from 1969 to 1970 are presented as well as the changes from 1970 to 1971. The 1969-1970 changes shall be presented first. The following Table

summarizes the data in order to show the changes in the patterns of responses by dimensions of alienation for each of the classes in the one year interim. The column labeled "Higher Year" shows which year had the higher alienation means for each of the dimensions.

TABLE 23

Summary of T Tests of Two Means of Alienation
For 1969 and 1970 Alma Students by Class Standing

Class	Dimensions of Alienation	1969 Means	1970 Means	Higher Year	P
Freshmen					
	Meaninglessness	.35	.41	1970	.02
	Powerlessness	.30	.34	1970	.05
	Normlessness	.28	.29	1970	N.S.S.
	Social Isolation	.31	.31		N.D.
Sophomores					
	Meaninglessness	.33	.37	1970	N.S.S.
	Powerlessness	.32	.34	1970	N.S.S.
	Normlessness	.25	.29	1970	N.S.S.
	Social Isolation	.27	.32	1970	.02
Juniors					
	Meaninglessness	.31	.41	1970	.005
	Powerlessness	.31	.39	1970	.005
	Normlessness	.24	.28	1970	N.S.S.
	Social Isolation	.32	.38	1970	.01
Seniors					
	Meaninglessness	.36	.32	1969	.05
	Powerlessness	.31	.33	1970	N.S.S.
	Normlessness	.26	.33	1970	.01
	Social Isolation	.21	.33	1970	.001

Freshmen N = 178
Sophomores N = 109
Juniors N = 58
Seniors N = 58
D.F. = ∞
N.D.: No Difference
N.S.S.: Not statistically Significant

Table 23 clearly shows that for all classes and for all dimensions, except meaninglessness for seniors, the alienation scores were higher in 1970 than in 1969. In addition, eight of the fifteen differences were statistically significant. The changes in attitudes of students were quite similar in the 1970-1971 analysis. Table 24 below summarizes those results.

TABLE 24

Summary of T Tests of Two Means of Alienation
For 1970 and 1971 Alma Students by Class Standing

Class	Dimensions of Alienation	1970 Means	1971 Means	Higher Year	P
Freshmen					
	Meaninglessness	.41	.40	1970	N.S.S.
	Powerlessness	.34	.36	1971	N.S.S.
	Normlessness	.29	.32	1971	N.S.S.
	Social Isolation	.31	.32	1971	N.S.S.
Sophomores					
	Meaninglessness	.37	.38	1971	N.S.S.
	Powerlessness	.34	.32	1970	N.S.S.
	Normlessness	.31	.33	1971	N.S.S.
	Social Isolation	.32	.33	1971	N.S.S.
Juniors					
	Meaninglessness	.41	.39	1970	N.S.S.
	Powerlessness	.39	.42	1971	N.S.S.
	Normlessness	.33	.35	1971	N.S.S.
	Social Isolation	.37	.36	1970	N.S.S.
Seniors					
	Meaninglessness	.32	.32		N.D.
	Powerlessness	.33	.34	1971	N.S.S.
	Normlessness	.33	.32	1970	N.S.S.
	Social Isolation	.33	.34	1971	N.S.S.

Freshmen N = 188
Sophomores N = 127
Juniors N = 66
Seniors N = 51
D.F. = ∞
N.D. : No Difference
N.S.S. : Not Statistically Significant

The findings indicate that on ten of the sixteen dimensions of alienation the 1971 students were more alienated than in 1970. In none of the cases were the differences statistically significant. Where there were increases, the magnitude was rather small in contrast to the 1969-1970 findings which showed substantial increases in alienation. When all three years are considered together, there appears to be a generalized increase in alienation, although the magnitude of the changes seems to be a variable.

While there appears to be generalized increases in alienation, the rank-order of student concerns based on item analysis has remained about the same. Table 25 shows the rank-order correlation of particular items for the two sets of years.

TABLE 25

Rank-Order Correlations of Questionnaire
Item Results Between 1969-1970 and 1970-1971
For Alma College Students by Class Standing

Class Standing	1969-1970 r'	1970-1971 r'
Freshmen	.900	.915
Sophomores	.821	.863
Juniors	.806	.824
Seniors	.726	.748

What experiential conditions are bothersome to students in one particular year are likely to persist as problems in succeeding years.

Panel analysis of the dimensions of alienation for Alma College, Bowling Green and Notre Dame freshmen indicates that the results for three different kinds of schools are consonant with the data presented so far on attitude change. Table 26 illustrates the changes.

TABLE 26

Results of T Test of Two Means of Alienation
for 1970 and 1971 Alma, Notre Dame and Bowling Green Freshmen

School	Dimensions of Alienation	1970 Means	1971 Means	Higher Year	P
Alma					
	Meaninglessness	.41	.41		N.D.
	Powerlessness	.34	.36	1971	N.S.S.
	Normlessness	.29	.32	1971	N.S.S.
	Social Isolation	.31	.32	1971	N.S.S.
Notre Dame					
	Meaninglessness	.38	.41	1971	N.S.S.
	Powerlessness	.41	.46	1971	.01
	Normlessness	.40	.42	1971	N.S.S.
	Social Isolation	.40	.42	1971	N.S.S.
Bowl ng Green					
	Meaninglessness	.36	.47	1971	.01
	Powerlessness	.48	.42	1970	N.S.S.
	Normlessness	.33	.39	1971	.01
	Social Isolation	.40	.51	1971	.01

Alma N = 404
Notre Dame N = 239
Bowling Green N = 294

On ten of the twelve dimensions, the 1971 scores are higher in alienation than in 1970 for all three schools. For Alma and Notre Dame, the magnitude of the changes are relatively small with the result that only powerlessness for Notre Dame is significant statistically. For Bowling Green, the pattern is somewhat different. Powerlessness decreased in 1971 but again the difference is not significant. On the remaining three dimensions, Bowling Green freshmen score significantly higher in 1971 than in 1970. It appears that while alienation is generally increasing at the three schools, there are differences in the magnitude of change. The variables which may affect the magnitude are discussed in Chapter Four.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

A Concluding Statement on Student Alienation

Students come to college with low levels of alienation. In anticipation of the new college experience, they approach the situation with sensitivity and awareness. They are aware of the corruption, hypocrisy and cynicism which exists in the society and initially believe and hope that the college experience will provide a framework for a more positive and constructive approach to life's processes and problems. They have been told that the college environment provides stimuli for and guidance in intellectual, social and personal development. After a few weeks have passed, they discover that the college experience does not create new meanings, does not provide answers to philosophical questions, and does not provide clear answers to the morass of problems that exist in the mass society. They see little meaningful connection between what happens in the classroom and the larger society. As a result, feelings of powerlessness increase. They discover that faculty members and administrators are not necessarily guided by principles of fairness and honesty. When the students do not get the personal attention from administration and faculty which presumably is the hallmark of a liberal arts education, they begin to perceive that professors tend to think of them as objects occupying chairs rather than as persons to be educated. Increasingly, they feel more socially isolated from faculty members and administrators. By mid-year, the alienation levels have sharply increased to the extent that they match the upperclass levels of alienation. In the process, they have become distrustful of faculty members and administrators and have increasingly turned to their peers for meaningful relationships. The potential influence that faculty members may have had is now lost. The socialization of alienated attitudes comes primarily from the peer group. There can be little doubt that youth come to college with low levels of alienation and in a matter of a few weeks become relatively highly alienated. There can be little doubt, also, that it is the college experience which induces the alienation.

Once the incoming students have acquired the alienated attitudes, the differences in levels of alienation between the students by class standing are negligible in any one academic year. Freshmen, sophomores, juniors and seniors are highly

similar in their responses to the college experience in any one year. The students, regardless of class, share to a great extent the attitudes attached to academic work such as classes, courses, and grades which do not intersect with goals and values that the faculty hold concerning teaching and research.

The educational enterprise in most of its activities is bureaucratically organized for maximum efficiency of operation. As formal organizations, colleges, like business and government organizations, structure the activities of their constituents in standardized ways. The bureaucratic ordering of activities reduces the opportunities for working and learning with other people in a venture which has meaning for all of the participants. Faculty, administration and students have different interests and tend to pull in different directions. The administration is concerned mainly with organizational preservation and expansion. The faculty is concerned with their specialties and with the preservation and expansion of their academic disciplines. Since the students are primarily concerned with individual, personal development, it is not at all surprising that they respond to the bureaucratically organized educational enterprise with feelings of alienation. Because students, regardless of class standing, are subjected to the formalized and standardized academic experience, they react with relatively homogeneous feelings of meaninglessness, normlessness, powerlessness and social isolation.

Whereas comparisons of the subsamples of the small college student body showed greater similarity than differences in levels of alienation in any one year, such is not the case for inter-year comparisons. When the alienation levels are examined over a three-year period, the conclusion must be that alienation is generally increasing. Particular subsamples may vary in the rates of increase, but the trend is toward higher alienation. For instance, males show greater increases in alienation than females. Situational variables may account for the greater increases in male alienation. If the college is a focal point for some of the national ills and issues, then the threat of the military draft would account for the males' higher alienation responses.

The national problems such as the war and racial strife may be inextricably bound to the ills of the colleges, and the college then is the immediate forum for the generalized discontent. The basis of student unrest may be in the unresolved conflicts in our national life, but the defects of colleges may be compounding the student discontent. While the attitudes of college students are changing fairly rapidly, the change from the traditional liberal arts orientation on the part of faculty and administration have been painfully slow. A college commitment to a no longer

viable tradition in a society continually beset by crises is seen by the students as being anachronistic. While the college is changing slowly, and the students respond with immediacy to college and societal problems, the breach of understanding widens, and the alienation increases. One can only conclude that the students are increasingly expressing the culture of alienation which they have internalized.

Inter-year comparisons of freshmen alienation scores from three schools of different sizes and affiliations show similar results. An examination of the dimension scores over a three-year period reveals that alienation in all three schools increased.

TABLE 27

Changes in Levels of Alienation Over Three Years
Alma, Bowling Green and Notre Dame Freshmen

Dimensions and Schools	1969 Mean Scores	1970 Mean Scores	1971 Mean Scores
Meaninglessness			
Alma	.35	.41	.41
Bowling Green	.34	.36	.47
Notre Dame	*	.38	.41
Powerlessness			
Alma	.30	.34	.36
Bowling Green	.31	.48	.42
Notre Dame	*	.41	.46
Normlessness			
Alma	.28	.29	.32
Bowling Green	.23	.33	.39
Notre Dame	*	.40	.42
Social Isolation			
Alma	.31	.31	.32
Bowling Green	.41	.40	.51
Notre Dame	*	.40	.42

*Notre Dame was not tested in 1969, hence the scores are missing from the table.

An examination of the scores reveals that at Alma meaninglessness remained the same in 1971 as in 1970, and Bowling Green powerlessness was lower in 1971. On all other dimensions the scores increased. While some of the increases may not be statistically significant, the trend toward increasing alienation on all dimensions for all three schools is clear. The trend may be indicative of the growing general discontent among American college students regardless of whether they are at a small college, a national religiously affiliated university or at a fairly large public university.

The Bowling Green scores were higher than the Alma scores, and the Notre Dame and Bowling Green scores show mixed patterns. The higher Bowling Green scores may be attributable to situational factors. The close geographical and psychological proximity of the Bowling Green students to the 1970 Kent State tragedy may account for the higher Bowling Green alienation scores. Informal interviews with the students after the February testing at Bowling Green revealed that the event was foremost in the students' minds and seemed to color their perceptions of the college experience.

The apparent failure of small and large schools to fulfill the liberal arts goals of education, the depersonalized processing of students through the educational factory, and the students' clamor for personal relevancy results in a growing student culture of alienation. There is little coubt that the sense of community and the sense of personal autonomy and integrity have been lost even on the small college campus.

Recommendations for the Reduction of Student Alienation

The alienation of students from the faculty, the administration, from other students, and more generally, from the educational process must be seen as a serious problem in American higher education. The process of education cannot be effective as an intellectual and humanizing enterprize if the alienation gulf between the factions continues to widen. The following recommendations are presented in the belief that their enactment will aid in the reduction of alienation.

In order to reduce meaninglessness:

1. Reform the curriculum to meet the needs of the modern society and the individual.

2. Make the student and his development, not the academic discipline, the major concern of the professor.

3. Reduce the size of the classes in courses, especially for freshmen.

4. Integrate field work, internships, and practical experience with course activities.

5. Introduce students to the work world while still in college.

6. Grant students admission to college with the option of working for a year prior to actually entering.

The curriculum should not be orientated toward the acquisition of so many courses, grades, credits, 50-minute hours and majors necessary for the Bachelors degree. The standardized bureaucratic assessment of the above is mainly for the convenience of the registrar's office and does not necessarily reflect knowledge and expertise gained by the student. Rather, the curriculum should be orientated toward the examination of issues and problems confronted by the society and the individual in the past, present and future. Courses should be of variable length and content to accommodate the expertise of the professor, the nature of the course, and the needs of the students. The professor should be taught in graduate school that the development and perpetuation of a discipline can only take place when the student and his development are given high priority. The professor cannot be effective as a teacher or learner when the classes are so large that mutual interaction between himself and the students is reduced or eliminated. Since many students see little relevance for life in many of the courses, field work, internships, etc., should be integrated into courses so that the student can apply in actual situations what he has learned in the classes. Since most students have spent a minimun of twelve years in the classroom prior to college, they have little or no work experience. If the students were to be introduced to work while in college, they would be able to discover what kinds of knowledge, expertise and skills are necessary to function in the society.

The reduction of the feelings of powerlessness is another crucial area of concern.

7. The college and university should allow for situations where the student can actually make decisions that affect his well-being.

The student as an individual should have a voice in the decisions that affect him personally. The mere enactment of community government with students participating in various faculty and administrative committees is not sufficient for the reduction of powerlessness. For instance, Alma College for several years has had community government, yet the powerlessness scores have gradually and continually increased. The elected student leaders who participate in the activities of the committees are perceived to be as remote to most of the students as the

faculty and administrators. A form of "participatory democracy", where large numbers of students are involved in decision making, may reduce the feelings of powerlessness.

With the loss of the feeling of community on the college campus and with the ineffectiveness of the informal types of social control, the tendency has been for colleges and universities to enact general rules which are applicable to all of their constituents. As in society, where more and more lwas are being written, the tendency for rule breaking is increasing. The effect of writing more rules is that more people will break them merely because there are more rules to be broken. The writing of more laws or rules apparently does not decrease deviant behavior. Hence, normlessness increases.

8. Eliminate rules and/or laws that are not necessary for the protection and well-being of the student and the college or university.

An example of the type of rule that can be eliminated is the dress code. Dress codes attempt to maintain propriety in the college as defined by administrators and faculty. They have little or nothing to do with the academic learning processes, and are arbitrarily imposed on the students. If it is the intent of the college or university to promote maturity and good citizenship, then the students should be taught by and with the faculty the kinds of responsibility that are necessary to the welfare of the individual, the college and the society.

With the population increasing in the mass society and on the college campuses, and despite the increasing physical proxmity of people to each other, the feelings of social isolation are increasing. Durable, satisfying, intrinsic relationships are difficult to initiate and maintain. While superificially friendly relationships do exist, the condition where students have deep seated attachments to others is relatively absent. The sense of isolation and estrangement that students feel is manifest in the large dormitories where living arrangements are much different from what they had experienced as children in their homes. In addition, contact between students and faculty is minimal outside the classroom. Contact with administrators is limited to bill paying, registration for classes, etc. Furthermore, there is a dysfunctional separation between work and play on the campus.

9. Promote variation in the construction and operation of campus housing.

Small housing should be promoted where five to ten students could live in one unit which would allow the students the experience of intimate living and where the academic, social and personal concerns could be shared. In the dormitories, the units should be divided into suites where not more than twenty students would be living together. Finally, students should be allowed, and perhaps encouraged, to live in off-campus housing.

The social isolation between the faculty and students could be reduced if:

10. Encourage the faculty to integrate their off-campus interests and non-academic activities with the students' activities.

The students rarely see the faculty outside of the normal classroom and office situations. The students' impressions of the faculty as lecturing fountains of esoteric knowledge could be dispelled if the faculty were to invite the students into their homes for informal discussions or seminars that are of mutual interest. The students would learn that the professor is also a learning human who is coexistent with them in the society. Conversely, classes or seminars could be held in the residences of the students which would have the effect of breaking the rigid, ordered scheme of the classroom. Under these conditions, it would be difficult for the students to perceive that the professors think of them as plastic objects occupying classroom chairs.

APPENDIX A

PERMISSION TO USE THE INSTRUMENT

COPY OF LETTER OF PERMISSION TO USE THE INSTRUMENT

BOWLING GREEN STATE UNIVERSITY
Bowling Green, Ohio
43402

Sociology Department February 19, 1970

TO: Whomever it May Concern

FROM: Arthur G. Neal

SUBJECT: Permission to Use Alienation Scales

Permission is hereby granted to Professor Myron Utech to utilize the multiple alienation scales I have developed in his proposed research on college students.

Arthur G. Neal, Ph.D.
Professor of Sociology

APPENDIX B

RESEARCH INSTRUMENT

We are interested in your opinion about certain issues within the College. Each item consists of a pair of statements. Please select the one statement of each pair (and only one) which you more strongly believe to be true. Be sure to check the one you actually believe to be more nearly true, rather than the one you think you should check or the one you would like to be true. If you aren't sure about some of these matters, then just give your estimate (or guess) about the situation. Again, be sure to make a choice between each pair.

1. ___Sometimes I think I would be more positive of what I wanted out of life if I had never gone to college.
___A college education is helping me find meaning in life.

2. ___College courses create new meanings for ourselves and the world in which we live.
___More and more in college, I am coming to ask myself, "What's the use of it all?"

3. ___Answers to philosophical questions, such as the meaning of life and death, are more certain through my being in an academic environment.
___Most of the so-called intellectual discussions on campus are boring.

4. ___Most of the campus activities are geared to other students; few are relevant from my point of view.
___Most of the activities in which students are involved have a great deal of social significance.

5. ___There is little meaningful connection between what happens inside the classroom and what happens outside of it.
___Most professors make their teaching relevant to my life.

6. ___One is more sure of his role in life after being in college than before.
___Most college students usually do not know what they are doing or where they are going.

7. ___Sometimes my life here seems so complicated that I don't know where to start in straightening things out.
___College life is not as complicated as some people make it out to be.

8. ___My ideas about the world in which we live have become clearer as a result of being in college.
___The many different ideas here are just confusing.

9. ___Through its various departments and services, the college furthers important human goals.
___The notion of a full, meaningful, educational experience is more fiction than fact.

10. ___My ideas of right and wrong have become clearer as a result of being in college.
___My religious views have changed for the worse since I have been in college.

11. ___The well-being of a college student is largely determined by forces beyond his control.
___The college student is primarily responsible for shaping his own destiny.

12. ___Students are not consulted by the administration on matters that concern them but are simply told what to do.
___The student voice is a powerful one in college decisions.

13. ___The longer I am in college the more I realize how much personal control I can have over the things that happen to me.
___While in college, a student has to pretty much submit to what happens and hope for the best.

14. ___The average college student can have a great deal of influence on college events.
___This college is run by the few people in power and there's very little the student can do about it.

15. ___College students can get into serious trouble later on by expressing their views while they are still in college.
___The views of college students count a great deal in our society.

16. ___In areas on campus where students are directly involved, they are usually given an opportunity to be heard.
___Students actually have little say about the daily decisions that affect their lives.

17. ___In our classes, there are numerous ways for students to have an influence on their professors.
___Students are usually not consulted by their professors but are simply told what to do.

18. ___College life is full of blind alleys and there is little the student can do to manage the situation.
___The average college student has a great deal of control over his personal life.

19. ___I find it difficult to study except under the pressure from exams.
___My courses permit me to develop a strong sense of mastery over basic theories and important ideas.

20. ___There are a number of effective ways by which a student can make his views heard.
___Forces beyond my control shape my life here at the college.

21. ___College students can usually get what they want without breaking rules.
___In order to get a college degree you have to do some things that are not quite right.

22. ___Some form of cheating is necessary to get a passing grade from certain professors.
___It isn't necessary to cheat in courses in order to get through college.

23. ___College administrators would be in serious trouble if they were to make public everything they do.
___There is no valid reason to question the integrity of college officials.

24. ___In their relations with students, instructors are guided by principles of fairness and honesty.
___In order to impress students, instructors try to create the impression that they are more fair than they really are.

25. ___College life is primarily a dog-eat-dog existence.
___College students can almost always achieve their goals without infringing on the rights of others.

26. ___What the people who run this college say and do are two different things.
___Discussions about "shady dealings" in the Reid-Knox building are so much useless gossip.

27. ___Most people at the college are open and fair in their relations with each other.
___Nearly everyone at the college is involved in playing up to somebody else.

28. ___Students are competing for grades, and some form of cheating is just part of the game.
___Cheating among college students is more likely to result in failure than in success.

29. ___ Students who talk to instructors after class are more interested in "apple polishing" than in getting answers.
___ Students who talk to instructors after class are more interested in getting answers than in creating a favorable impression.

30. ___ Success in the modern college requires knowing how to "use" people to one's own advantage.
___ Success in the modern college is primarily derived from taking seriously one's academic work.

31. ___ While at college I sometimes feel all alone.
___ College students are basically friendly with one another.

32. ___ Most college officials are interested in helping students when they need it.
___ If you get into trouble here in college there are few people you can turn to for help.

33. ___ Sometimes I think a college student could drop dead or out and nobody would know or care.
___ Satisfying relationships are easy to maintain here at the college.

34. ___ Even though my stay at the college is temporary, I feel that I am a part of it.
___ I sometimes feel that I am all alone in the world, forgotten by everybody important to me.

35. ___ A college student can count on no one but himself.
___ Most students are interested in helping one another.

36. ___ Most faculty members are more interested in other activities than in their teaching.
___ Most college instructors really care about whether their students do well or not.

37. ___ College administrators are more interested in budgets and buildings than in students.
___ College administrators are genuinely interested in listening to the views of students.

38. ___ Often one gets the idea that the college is more like a factory than an educational institution.
___ Higher personnel make an effort to relate to each student as a unique human being.

39. ___ The prevailing mood on campus is one of friendliness.
___ I often think that I am just another nameless face at the college.

40. ___ Professors tend to think of their students as objects occupying chairs.
___ Most professors are interested in their students as persons.

APPENDIX C

LETTERS TO POTENTIAL RESPONDENTS

COPY OF LETTER TO POTENTIAL RESPONDENTS 1970

March 4, 1970

Dear Student:

Students, faculty and administration are very concerned about certain issues at Alma College. We are interested in your opinions about these issues. Your responses to these issues would be of considerable value to us in defining those areas which are of real concern to you. Hopefully, your responses will allow us to help facilitate changes desired by the student body.

We have obtained a short and interesting questionnaire that is very useful in gathering this kind of information. Your cooperation and participation is necessary in order that the results will truly reflect the opinions of students at Alma College. On Wednesday, March 12th, at 10:00 a.m. in Hamilton Commons, we will administer this questionnaire. As one of the student participants, please be there to help us out.

The results of this study will be made available to you as soon as we can compile and summarize the results. These results will be sent to various community government committees, as well as to President Swanson.

Sincerely yours,

Myron Utech
Instructor of Sociology

COPY OF LETTER TO POTENTIAL RESPONDENTS 1971

February 1, 1971

Dear Student:

If you will recall, you participated last year in answering a questionnaire on your attitudes about various issues on the college. Once again we are interested in your opinions so as to compare them with your attitudes of last year and the attitudes of the new Freshman class. Hopefully, your opinions will help bring about changes desired by the student body.

On Wednesday, February 3rd, at 10:00 a.m. in Van Dusen Commons, we will administer this questionnaire. Your participation is necessary in order that we may draw meaningful conclusions on student attitudes.

The results of this study will be made available to you as soon as we can compile and summarize them.

Sincerely yours,

Myron Utech
Instructor of Sociology

COPY OF LETTER TO POTENTIAL RESPONDENTS 1971

February 1, 1971

Dear Student:

Students, faculty and administration are very concerned about certain issues at Alma College. We are interested in your opinions about these issues. Your responses to these issues would be of considerable value to us in defining those areas which are of real concern to you. Hopefully, your responses will allow us to help facilitate changes desired by the student body.

We have obtained a short and interesting questionnaire that is very useful in gathering this kind of information. Your cooperation and participation is necessary in order that the results will truly reflect the opinions of students at Alma College. On Wednesday, February 3rd, at 10:00 a.m. in Van Dusen Commons, we will administer this questionnaire. As one of the student participants, please be there to help us out.

The results of this study will be made available to you as soon as we can compile and summarize the results. These results will be sent to various community government committees, as well as to President Swanson.

Sincerely yours,

Myron Utech
Instructor of Sociology

COPY OF FOLLOW-UP LETTERS 1970 AND 1971

Dear Student:

If you recall, you received a letter a short time ago asking you to be present at Hamilton Commons (Van Dusen Commons) to fill out a short questionnaire. Since you were not present at that time we are arranging another session in your dorm tonight in the lounge area near the switchboard at 6:30 p.m. Please try to be there. Your cooperation is necessary in order for the results of this study to be valid.

Thank you,

Myron Utech
Instructor of Sociology

APPENDIX D

DATA TABLES

TABLE 1

RESULTS OF T TEST OF TWO MEANS
FOR 1970 ALMA FRESHMEN AND SOPHOMORES

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Freshmen	.41	Sophomores	.37	N.S.S.
Powerlessness		.34		.34	N.D.
Normlessness		.29		.29	N.D.
Social Isolation	Sophomores	.32	Freshmen	.31	N.S.S.

Freshman N = 92
Sophomore N = 55
D.F. = oo
N.S.S.: Not Statistically Significant
N.D.: No difference

TABLE 2

RESULTS OF T TEST OF TWO MEANS
FOR 1970 ALMA FRESHMEN AND JUNIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness		.41		.41	N.D.
Powerlessness	Juniors	.39	Freshmen	.34	N.S.S.
Normlessness	Freshmen	.29	Juniors	.28	N.S.S.
Social Isolation	Juniors	.38	Freshmen	.31	$< .05$

Freshman N = 92
Junior N = 28
D.F. = ∞
N.S.S.: Not Statistically Significant
N.D.: No Difference

TABLE 3

RESULTS OF T TEST OF TWO MEANS
FOR 1970 ALMA FRESHMEN AND SENIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Freshmen	.41	Seniors	.32	<.01
Powerlessness	Freshmen	.34	Seniors	.33	N.S.S.
Normlessness	Seniors	.33	Freshmen	.29	N.S.S.
Social Isolation	Seniors	.33	Freshmen	.31	N.S.S.

Freshman N = 92
Senior N = 24
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 4

RESULTS OF T TEST OF TWO MEANS
FOR 1970 ALMA SOPHOMORES AND JUNIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Juniors	.41	Sophomores	.37	N.S.S.
Powerlessness	Juniors	.39	Sophomores	.34	N.S.S.
Normlessness	Sophomores	.29	Juniors	.28	N.S.S.
Social Isolation	Juniors	.38	Sophomores	.32	N.S.S.

Sophomore N = 55
Junior N = 28
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 5

RESULTS OF T TEST OF TWO MEANS
FOR 1970 ALMA SOPHOMORES AND SENIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Sophomores	.37	Seniors	.32	N.S.S.
Powerlessness	Sophomores	.34	Seniors	.33	N.S.S.
Normlessness	Seniors	.33	Sophomores	.29	N.S.S.
Social Isolation	Seniors	.33	Sophomores	.32	N.S.S.

Sophomore N = 55
Senior N = 24
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 6

RESULTS OF T TEST OF TWO MEANS
FOR 1970 ALMA SENIORS AND JUNIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Juniors	.41	Seniors	.32	N.S.S.
Powerlessness	Juniors	.39	Seniors	.33	N.S.S.
Normlessness	Seniors	.33	Juniors	.28	N.S.S.
Social Isolation	Juniors	.38	Seniors	.33	N.S.S.

Junior N = 28
Senior N = 24
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 7

RESULTS OF T TEST OF TWO MEANS
FOR 1971 ALMA FRESHMEN AND SOPHOMORES

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Freshmen	.40	Sophomores	.38	N.S.S.
Powerlessness	Freshmen	.36	Sophomores	.32	N.S.S.
Normlessness	Sophomores	.33	Freshmen	.32	N.S.S.
Social Isolation	Sophomores	.33	Freshmen	.32	N.S.S.

Freshmen N= 96
Sophomores N= 72
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 8

RESULTS OF T TEST OF TWO MEANS
FOR 1971 ALMA FRESHMEN AND JUNIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Freshmen	.40	Juniors	.39	N.S.S.
Powerlessness	Juniors	.42	Freshmen	.36	N.S.S.
Normlessness	Juniors	.35	Freshmen	.32	N.S.S.
Social Isolation	Juniors	.36	Freshmen	.32	N.S.S.

Freshmen N= 96
Juniors N= 38
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 9

RESULTS OF T TEST OF TWO MEANS
FOR 1971 ALMA FRESHMEN AND SENIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Freshmen	.40	Seniors	.32	.05
Powerlessness	Freshmen	.36	Seniors	.34	N.S.S.
Normlessness		.32		.32	N.D.
Social Isolation	Seniors	.34	Freshmen	.32	N.S.S.

Freshmen N= 96
Seniors N= 27
D.F. = ∞
N.D.: No Difference
N.S.S.: Not Statistically Significant

TABLE 10

RESULTS OF T TEST OF TWO MEANS
FOR 1971 ALMA SOPHOMORES AND JUNIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Juniors	.39	Sophomores	.38	N.S.S.
Powerlessness	Juniors	.42	Sophomores	.32	.01
Normlessness	Juniors	.35	Sophomores	.33	N.S.S.
Social Isolation	Juniors	.36	Sophomores	.33	N.S.S.

Sophomores N= 72
Juniors N= 38
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 11

RESULTS OF T TEST OF TWO MEANS
FOR 1971 ALMA SOPHOMORES AND SENIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Sophomores	.38	Seniors	.32	N.S.S.
Powerlessness	Seniors	.34	Sophomores	.32	N.S.S.
Normlessness	Sophomores	.33	Seniors	.32	N.S.S.
Social Isolation	Seniors	.34	Sophomores	.33	N.S.S.

Sophomores N= 72
Seniors N= 27
D.F. = ∞
N.S.S.: Not Statistically Significant

TABLE 12

RESULTS OF T TEST OF TWO MEANS
FOR 1971 ALMA JUNIORS AND SENIORS

Dimensions of Alienation	Higher Alienation		Lower Alienation		
		$\bar{X}$		$\bar{X}$	P
Meaninglessness	Juniors	.39	Seniors	.32	N.S.S.
Powerlessness	Juniors	.42	Seniors	.34	.05
Normlessness	Juniors	.35	Seniors	.32	N.S.S.
Social Isolation	Juniors	.36	Seniors	.34	N.S.S.

Juniors N= 38
Seniors N= 27
D.F. = ∞
N.S.S.: Not Statistically Significant

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